**Policies and procedures tick sheet.**

As a parent or guardian please tick and sign to indicate you have read and agree with the following:

Admissions policy

Behaviour policy

Communication policy

Safeguarding policy

Missing, lost or uncollected children

Mobile phone and technology policy

Data protection privacy statement

Health and safety policy

Equal opportunities policy

Confidentiality and data protection policy

Purple Childcare ethos and routines

British Values

Prevent duty

Complaints procedure

Intimate care policy

Parent involvement policy

Special needs

Child collection policy

Buggy sleeping policy

CCTV policy

GDPR policy

Name of parent/ Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of parent/ Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Purple childcare full admission policy

Aim

At purple childcare we believe that all young children should have an equal opportunity to access high quality, Early Years Education.

We are committed to provide childcare to our local community and understand our duty to equality diversity.

At Purple childcare we care for 48 children between the ages of 18 month- 5 years

The numbers and ages of children admitted to the nursery comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS).

We take the following matters into account when prioritising and deciding on admissions:

* 1) Availability of places, taking into account the staff: child ratios, the age of the child and any registration requirements
* 2) Children who have siblings who are already with us
* 3)When the application is received (extra weight is given to those who have been on the waiting list the longest).
* 4) We are committed to offering high quality space for children with SEN and have staff available for this on each day.

Allocation of children

* We have two rooms; 18 month plus toddler room and pre-school area. Children are allocated to rooms based on their age and developmental level. Our toddler room has space for 14 children aged between 18 months and 2.9 years. The pre-school space is able to accommodate 32 children aged up to five. We may find however, that some children may be ready to move to the toddler room before reaching their second birthday or may be ready to move to the pre-school area before their third birthday. Alternatively, some children may benefit from spending more time in the baby or toddler room. The decision about where to place a child or to move rooms will be made with the parents and child’s key worker or a senior nursery worker.
* From Sept 24 we will have 3 rooms baby room 9 months to 20 months, Toddlers 20 months to 36 months and preschool 36 month to school age.
* Occasionally there are change to this due to start dates, friendship groups, all of these will be treated on an individual basis.

Settling in procedures

* We recommend a minimum of two settling in periods. These should last at least one hour each and a parent or carer should be present. Some children may require a longer transition time or more settling in sessions; these can be arranged at the request of parents. We do charge for settling in periods and these can be added on to your initial bill.

Opening times

* We are open 8.00am – 5.00 pm 50 weeks of the year and are closed for bank holidays along with one week over the Christmas period.

Fees

* Fees are invoiced on a monthly basis in advance of the month and should be paid within seven days of receipt of the invoice, prior to the first of the month. Payment can be made by bank transfer. Late payment will be met with an additional charge of 10% of the bill for each subsequent reminder a fee of £15 will charged weekly for each reminder or an agreement is made to settle any outstanding amounts. We reserve the rights to ultimately refuse admissions if fees remain unpaid. If your child is ill or absent no refund can be made. In extreme circumstances a debt collection agency may be used to recover unpaid fees.

Government funding

* We accept government funded places for two-, three- and four-year-olds. Government funding for three-year-olds becomes available from the term after your child turns three. This may be taken for 15 hours per week 38 weeks of the year or 12 hours per week 48 weeks of the year and are known as universal hours. Or 30 hours for 38 weeks or 24 for 48 weeks. If you choose to take the 15-hour/30-hour option, you can pay for your sessions in the holidays if you need them by arrangement.

For the 48-week option 4 weeks are not covered by the government funding these are two weeks at Christmas and the last 2 weeks of the summer term (normally the last 2 weeks of August but can enter September) hours can be arranged privately in this time. Please speak to management or Admin team.

Government funding does not cover meals, and these are charged at £3.50 per for a lunch time meal also an additional charge of £5.00 per day for consumables and activities will be made during government hours. Consumables consist of activities which come outside of the government funding, foot lessons library trips forest walks and items that children cannot share such as nappy sacks, snacks and breakfast.

* Nursery School Start Dates

 Children’s start dates are arranged to meet each child/families individual needs

• The start date will take into account our settling procedures which have been developed to ensure all children are feeling safe and happy to be left, feel claimed by their key person and are able to be alongside other children and access their learning environment children may not receive their full free entitlement during this period Daycare start dates Children’s start dates are arranged to meet each child/families individual needs.

Notice of Leaving / Changing Sessions

Once you have signed to accept these Terms and Conditions, one month's written notice is required to change or cancel sessions and you will be liable for the month's fees should you remove your child mid-month or not use your allotted sessions. Notice must be given by the beginning of the month preceding the change to sessions i.e. if you wish to make a change to sessions in the middle of March, notice must be given before the 1st February. Children must have a minimum attendance of 3 months, less than this will result in loss of deposit. Parents claiming only government hours do not need to pay a deposit.

Funding

All about Free Hours

I am registered with Bristol City Council to offer free hours to Under 2s from working families / 2-year-olds from working families / Eligible 2 year olds / 3&4 year olds – universal hours / 3&4 year olds – extended hours

**Under 2s from working families**

Expanded free hours are available to children from the term after their 9th month birthday.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Under 2s Birth Month** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** | **Jul** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** |
| 9th month ‘birthday’ | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep |
| Eligible from… | Jan | Jan | Jan | Apr | Apr | Apr | Sep | Sep | Sep | Sep | Sep | Jan |

Parents must apply via by visiting [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk) or calling 0300 1234 097 to get an eligibility code (which is 11 digits long and usually starts 500…).

Between Sept 2024 and August 2025, only half of the child’s expanded hours are available. I will be able to offer 12/15 expanded free hours per. From Sept 2025, this will be the full 24/30 expanded free hours per week.

**2 year olds from working families**

Expanded free hours are available to children from the term after their 2nd birthday.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2nd Birthday** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** | **Jul** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** |
| Eligible from… | Apr | Apr | Apr | Sep | Sep | Sep | Sep | Sep | Jan | Jan | Jan | Jan |

Parents must apply via by visiting [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk) or calling 0300 1234 097 to get an eligibility code (which is 11 digits long and usually starts 500…).

Between Sept 2024 and August 2025, only half of the child’s expanded hours are available. I will be able to offer 12/15 expanded free hours per week. From Sept 2025, this will be the full 24/30 expanded free hours per week.

**Eligible 2 year olds**

Universal free hours are available to some 2 year olds whose parents are on no or low incomes. Parents must apply online for a place with Bristol City Council [www.bristol.gov.uk/freeplacefortwos](http://www.bristol.gov.uk/freeplacefortwos) and be checked for eligibility before a free place can be offered.

Eligible 2 year old free hours are available to eligible children from the term after their 2nd birthday.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Eligible 2 Year old 2nd Birthday** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** | **Jul** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** |
| Eligible from… | Apr | Apr | Apr | Sep | Sep | Sep | Sep | Sep | Jan | Jan | Jan | Jan |

I will be able to offer 12/15 universal free hours per. Parents will **not** be able to use both Eligible 2 year old universal hours and expanded hours at the same time.

**3 and 4 year olds – Universal hours**

Universal free hours are available to all children who are 3 or 4 (as long as they are living in England). Free hours are available to all children from the term after their 3rd birthday.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **3rd Birthday** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** | **Jul** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** |
| Eligible from… | Apr | Apr | Apr | Sep | Sep | Sep | Sep | Sep | Jan | Jan | Jan | Jan |

I will be able to offer 12/15 universal free hours per week

**3 and 4 year olds – Extended hours (from working families)**

Extended free hours are available to children who are 3 or 4 children from the term after their 3rd birthday.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **3rd Birthday** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** | **Jul** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** |
| Eligible from… | Apr | Apr | Apr | Sep | Sep | Sep | Sep | Sep | Jan | Jan | Jan | Jan |

Parents must apply via by visiting [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk) or calling 0300 1234 097 to get an eligibility code (which is 11 digits long and usually starts 500…).

I will be able to offer 12/15 extended free hours per week

Parents of 3 and 4 year olds can use both universal and extended free hours in combination (i.e. 24/30 free hours per week).

**Eligibility Codes** (for working families)

* Eligibility codes need to be reconfirmed every 3 months. The eligibility code will remain the same after reconfirmation. It is the parent/carer’s responsibility to keep their child’s eligibility code valid at all times.
* Verification checks will be made on Bristol City Council’s Provider Portal, using the following data:
	1. Your 11-digit eligibility code
	2. Your National Insurance Number(s)
	3. Your child’s date of birth
	4. Your written consent(s) from your signed EYR1 Parental Declaration Form to verify eligibility.

Once the code is verified, you will be contacted to discuss sessions.

* Grace Periods – If you do not reconfirm the eligibility code and the code becomes invalid, the ‘grace period’ starts. The grace period is a short period of time where a child can still access their extended / free hours. Once the grace period has expired:
* Under 2s from working families will have to pay for all childcare provision privately.
* 2 year olds from working families will have to pay for all childcare provision privately but may be eligible to apply for an Eligible 2 year old place if they meet the criteria (see above for the weblink).
* 3 and 4 year olds from working families will only be able to access their universal free hours and must pay for any additional childcare provision.

If this happens, we will discuss what to do about the sessions you have lost. Codes which are already in their grace period must be reconfirmed before claims can be made for expanded or extended free hours.

* Bank Holidays are not funded by Bristol City Council. If your free hours fall on a bank holiday, the free session will not be rescheduled.

We reserve the right to change the contents of this policy without prior notice

**Behaviour policy**

At Purple Childcare, we promote positive behaviour and endeavour to create an atmosphere that encourages this. We believe children flourish when they are respected through interaction with caring adults who respect and value their individual personalities.

Aims

* To develop within each child an appreciation of others and their feelings.
* To increase positive behaviours in children.
* To encourage each child’s ability to socialise and get along with others.
* To develop each child’s understanding of their feelings and the feelings of others.
* To reinforce the positive and discourage negative behaviour.

We achieve this by :-

* **Praise and encouragement** – we praise and encourage positive behaviours and traits such as tolerance, kindness, helping others, concentration, persistence and self-reflection.
* **Reasoning**- We discuss with children why they should do things or not do things and teach them alternative positive ways of dealing with behaviour.
* **Phrasing** – we endeavour to phrase directions in a clear positive manner.
* **Layout**- in our setting we layout a range of choices and equipment with enough space around each activity. We provide activities that require co-operation and promote turn taking, sharing and compromise.
* **Rules and expectations**– Are explained to the children regularly in a way they can understand using pictures and posters to help.
* Expectations in the baby room:
* 1) We are gentle with our friends
* Expectations in the toddler room

1) We are gentle with our friends

2) If it’s tricky to be gently we ask for help

* Expectations in the pre-school
1. We are gentle with our friends
2. We ask before we touch our friends and we wait for them to say yes
3. If we make a mistake we try to make it better
4. We walk inside and we run outside
5. We look after nursery toys and tools
6. If it’s tricky to be gentle we ask for help!
* **Having high staff expectations**- staff are trained to listen and value what children have to say;
* **Consistency**- children are given clear consistent explanations of the limits required in the setting;
* **Modelling** – staff model positive behaviour in the setting;
* **Teaching**- by modelling and direct teaching children learn to communicate and manage their own behaviours better.
* **Using visual supports** – in the pre-school staff use yellow and red cards to help children to remember to be gentle with their friends. Children are shown a yellow card and reminded to please be gentle once. If they are still finding it difficult children are shown a red card and asked to play with something or someone different for five minutes using a timer. This is not a time out but a way to encourage children to move away from tricky situations and to re-engage with something calmer or different. Throughout this process children will be spoken to positively, calmly and gently and will be praised for the good choices they then make.

We value all parent input at Purple Childcare and strive to have a consistent approach between home and childcare settings.

In the case of persistent challenging behaviour we will consult with parents/guardians in an attempt to find possible causes and solution strategies. Both Felicity Shapter and Hannah Ross are qualified behavioural analysts and can carry out a functional analysis and behaviour plan to help address issues. An individual behaviour plan may be written together with parents with the aim of identifying triggers and supporting the child to find more functional ways to meet their needs. Some children may need an individual behaviour plan for a short time only.

At Purple Childcare, no child or employee will ever witness or be subjected to or threatened by any corporal punishment or humiliating practices.

Physical intervention is taken if a child’s behaviour is putting themselves or others at a risk of harm. In these cases the following protocol is followed (unless taking the time to do so puts any child at risk of harm)

1. The child is asked to stop what they are doing;
2. The child is warned, in language they will understand, that an adult will need to physically intervene if they do not stop;
3. The adult physically intervenes in the least intrusive way possible;
4. The adult remains with the child until they are safely able to be left alone;
5. The child is debriefed in a way they are able to understand (This may be as simple as reminding the child ‘no hitting’ or for older children may involve a discussion of what they could do instead next time they feel angry;
6. A record is kept of all physical intervention.

Communication and child well-being policy

Communication is a large part of behaviour at purple childcare we lead practice that supports others to engage with children to build their self-esteem. By Modelling positive behaviour and communication, in the setting staff are encouraged to engage with children in positive ways and we have regular training and professional days, so staff have relevant up to date training.

We support others to work with children in a manner that is open, trustworthy, respectful, and reliable. On the first day of employment staff are asked to read through are policies and procedures, we also speak to staff on their first day about our expectations in regard to interacting with children in our setting, it is also important that I am consistent with behaviours and interactions and all leaders set the example. Staff have regular supervisions where they are free to discuss any concerns, reflect on their own practice and receive positive feedback. By providing a positive work environment where staff feel relaxed our respected and work with people, they can trust they are more likely to be open and provide an environment for children in their care that is open, trustworthy, respectful, and reliable.

Leaders Demonstrate through own practice ways to encourage and support children to express their feelings, views and hopes. We provide a comfortable, safe environment so children feel relaxed when in our care by providing this type of environment children feel like they have the space and time to express themselves and that their thoughts and feelings are valued. Every member of staff is encouraged to listen to all children and make each child feel valued, this is encouraged by the use of eye contact, repeating words so children know that you are listening, giving each child time so they do not feel rushed and respecting their thoughts, wishes, opinions and cultures. We have a theme/topic of the week, but this will coincide with children’s interests at the time, children are also encouraged to voice their opinions during group times, free play, adult led activities and during mealtimes.

We encourage staff to spend time with their key children especially on their first couple of weeks of starting. Parents/carers fill out a getting to know you form which can help us to understand interests, likes and dislikes. This can help staff build strong positive relationships with their key children, it also enables the children to build strong, trusting relationships with adults in the setting. Every child is different, and all children will have different unique needs this is why all staff are encouraged to get to know all children in their care not only will it make each child feel listened to, valued, respected and safe it also helps us in the preschool room so we can help build on each child’s wellbeing and resilience.

Once each child has settled into the preschool room, we will do an initial assessment called a baseline so we can see where each child is developmentally if we feel that the child would benefit from intervention it is then about implementing these interventions and monitoring.

We encourage all staff to identify barriers to children well-being and resilience by observation listening to children staff and regular monitoring. Once barriers are identified it is then about putting the right action in place. This can be done through staff training, mentoring system, reviewing policies and interventions to identify and work on barriers then review to see progress and any improvement.

**Safeguarding policy**

Introduction

At Purple Childcare we believe the health, safety and welfare of all our children is paramount.

All children have the right to protection regardless of gender, age, race, culture, background or disability. We promote equality and diversity; this policy is in line with the Bristol safeguarding children’s board and procedures outlined in the ‘Child Protection and Safeguarding Procedure and Guidance for Independent Day care Providers’. The most recent version of this booklet can always be found on the Bristol city council website: <http://www.bristol.gov.uk/sites/default/files/documents/children_and_young_people/early_education_and_childcare/BD1133-child%20protection%20reduce_0.pdf>

Our aims are

* To provide a safe positive environment for children to learn in;
* To establish what actions Purple Childcare can take to ensure all children remain safe at home as well as at the nursery;
* To ensure effective communication between all staff, parents and professionals on child protection issues;
* To raise awareness and levels of knowledge of all staff on safeguarding issues;
* To identify children who are suffering from safeguarding issues;
* To set down the procedures for those who encounter any safeguarding issue;
* To deal with any complaints or allegations effectively, timely and correctly.

When to be concerned

Staff should be concerned about a child/ young person if he or she

* Has any injury which is not typical of the bumps and marks associated with normal childhood injuries;
* Unexplained injuries;
* Frequent injuries;
* Confusing or conflicting explanations of injuries;
* If a child exhibits changes in behaviour/ attitude or performance;
* If a child discloses an experience in which he or she may have been harmed or witnessed another being harmed;
* Gives any other indication that he/she may be suffering from harm.

Nursery procedures

* Staff working in the nursery have a duty of care towards the children attending and brings with it the responsibility to ensure that all efforts are made to safeguard children from suspected and actual harm. Children attending the nursery have a right to feel safe and staff, in partnership with parents/carers, have a responsibility to act on any concerns they may have regarding a child’s welfare and well-being;
* All adults in employment of Purple Childcare Bristol Ltd will have a current DBS certificate. People without DBS checks will never be left unsupervised with the children;
* All adults who have access to Purple Childcare Bristol Ltd during operating hours will have a current DBS certificate;
* All visitors will sign in and be accompanied by a member of staff at all times;
* All staff are to receive child protection training and have regular access to literature on child protection issues;
* Any member of staff (including volunteers and students) is responsible for reporting any and all concerns to the safeguarding officer, and to note down any concerns, marks or comments in the accident and incident book. In the case of concerns about a colleague staff should refer to the whistle blowing policy;
* If there are any concerns over a child’s welfare Purple Childcare Bristol Ltd will firstly share these concerns with the parents of the child (unless doing so puts the child at risk). Next we will use the council services to support the child and the family. Further possible actions are to call first response, a phone line anyone can ring if they are concerned about a child or young person or if they think they need support: 01179036444 or speak to the children’s care, social work assessment teams: 01179038700;
* Parents will normally be informed of any referral unless there is risk to the child in doing so or risk to any staff.

Please see purple childcare full safeguarding policy including low level safeguarding report.

**Missing, lost or uncollected children**

Missing or lost children

In the unlikely event of a child going missing from the premises or under the care of Purple Childcare the procedure is to -

* Notify key person. Staff then alert Felicity Shapter or Hannah Ross, the setting Managers, or another suitably qualified member of staff (e.g. Jo Newman, Deputy Manager);
* A thorough search of the building and garden or surrounding area will be carried out;
* Doors and gates are checked to see if there has been a breach of security whereby a child could wander out;
* A suitably qualified member of staff will talk to the staff to find out when and where the child was last seen and record this;
* A register will be taken to make sure no other child has also gone astray;
* Staff will ensure the safety of the other children, with regard to supervision and security, whilst the search is taking place;
* CCTV camera footage will be checked for sightings of the child;
* If the child cannot be found within ten minutes the parents and the police will be informed;
* Staff will continue the search, widening the area until the police arrive.

Missing or lost children while on an outing

* One staff member to look for the child;
* All remaining children to gather with remaining staff members in a safe area (e.g. enclosed park space). A register of children will be taken to ensure no other children have gone astray;
* Staff to alert setting manager or acting manager using the nursery mobile;
* If the child is not found within five minutes a staff member from the nursery is to travel to the scene to assist with returning the other children to the nursery;
* The staff member searching for the child is to check local areas including asking local shops for CCTV footage;
* If the child cannot be found within 10 minutes parents and the police are to be informed;
* Staff will continue the search, widening the area until police arrive.

Uncollected children

Children are to be picked up from the nursery at an agreed time. If there is a delay in picking up your child please contact the nursery as soon as possible.

In the event that a child is not picked up at the agreed time by an authorised adult the following will take place:-

* After 10 minutes we will contact the parents and/ or try to speak to the second contact/emergency contact;
* If unsuccessful we will try and contact parents or any other contacts at 15 minute intervals;
* Your child will continue to be looked after by the Purple Childcare Bristol Ltd team including extra meals and activities;
* After a reasonable amount of time if there is no contact it is our responsibility to ring the first response team and if they are closed the police to inform them that your child has not been collected;
* Parents will be charged £5 for every 5 minutes they are late collecting their children. These fees will be used to pay the overtime fees of the staff member who has been caring for their child.

**Mobile phone and technology policy**

**USE OF MOBILE PHONES AND PERSONAL CAMERAS**

The welfare, protection, and safety of every child in our care is of paramount importance, we take our responsibility to safeguard children seriously. We have procedures in place which we as everyone to respect and to help promote the safety of the children in our care.

Purple childcare has a **no use** of mobile phones policy whilst caring for children. It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used in turn eliminating the concern of staff being distracted from their work with children and the inappropriate use of mobile phone cameras around children.

MOBILE PHONES & SMART WATCHES

We believe our staff should be completely attentive during their working hours to ensure all children in the nursery receive good quality care and education. Mobile phones must **not** be used during working hours. Staff are permitted to keep their phones switched on in case of urgent calls, but they will be kept in the office or staff room, away from children and must be on silent.

Under no circumstances does the nursery allow a member of staff to contact a parent/carer using their personal device.  Users bringing personal devices into nursery must ensure there is no inappropriate or illegal content on the device. Staff are permitted to use their mobile phones during their lunch breaks away from the children.

Staff wearing smart watches will be asked to proof they have no camera, messaging and phoning from these devices is not permitted and watches should but on watch only mode. If this is not able happen they will be asked to remove them and leave them locked away along with their personal mobile phones in the office. All agency or temporary staff will be staff to keep any watch in the staff room.

The use of mobile phones/smart watches are in staff breaks or in staff member’s own time in the designated (child free) staff area.

 It is the responsibility of all members of staff to be vigilant and to report any concerns to the nursery manager. (See whistleblowing policy)

All urgent calls are to be taken from the main line, however if any staff member has a family emergency or similar, their mobile will be kept in the office, and they will be called to take a call.  Prior permission must be sought from the manager or deputy.

During group outings a nominated staff member will take the allocated nursery mobile phone out with them in case of emergency.  This should only be used for emergency calls and incoming calls from the nursery, under no circumstances must a member of staff take a personal call whilst caring for children.  It is the responsibility of all staff members to be vigilant and report any concerns to the Nursery Manager or Deputy Manager.

The manager or deputy manager reserves the right to check the image contents of a member of staff’s mobile phone should there be any cause for concern over inappropriate use of it.  Should inappropriate material be found then our Local Authority Designated Office (LADO) will be contacted immediately, as well as the police.  Guidance will be followed with regards to the dismissal of the staff member.

**Parents & Visitors**

Parents or visitors who either arrive using a mobile phone or take a call on a mobile should be immediately told to end their phone call or leave the premises. Visitors are signed into the nursery and asked to leave their personal belongings and mobile phones in the office area.

**CAMERAS & CAPTURING  IMAGES**

Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form or recording their progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

* Only the designated nursery camera/nursery tablets are to be used to take any photo within the setting or on outings.
* Images taken on this camera must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
* All staff are responsible for the location of the camera; this should be placed within the lockable office when not in use.
* Parental permission is obtained from the parent/carer on joining the setting to the use of photographs in the setting.
* Photos taken on nursery cameras/tablets can be uploaded to our closed FAMLY app that only approved relatives of that child have access to the individual child profiles. This will only occur when we have obtained all the parents’ permission. Any child whose parent has not signed the permission form for photos on social media will not have their photo uploaded.
* Photographs are taken as evidence of children's progress, parents can have a hard copy of the pictures of their child providing there are no other children in the background, unless the parents have agreed to pictures of their children being available to other parents.
* All photos for evidence will be taken on the nursery camera, this could also include outings. Images taken on this camera must be deemed suitable without putting children/ the child in any compromising position that could cause embarrassment or distress.
* Picture can only be taken on the purple childcare tablets. Images will be printed off for children's files and other images will be deleted unless permission for promotional use is given.
* This policy is in place to protect and safeguard both children and staff.

Social media

Social media is used at Purple Childcare to keep parents updated with upcoming events, new promotions and new equipment.

Only parents and Felicity Shapter or authorised personnel are allowed to post on the page.

Photos of children may be posted on the Facebook page only with permission from parents.

Personal use of social media by employees.

This policy cannot cover supporters of Purple Childcare but parents/ supporters are encouraged to follow the principles.

* Employees must remember that when using social media they are personally responsible and liable for what they post;
* Therefore, misuse of social media or posting inappropriate or damaging content may be subject to disciplinary action including dismissal;
* Employees are asked not to post anything or act in such a way to bring damage to the reputation of Purple Childcare on the nursery page or their own personal page;
* As an employee you must not knowingly “follow” or “friend” or engage in any way using social media with any pupil at Purple Childcare while in your care or later unless they are a family relation or under your guardianship;
* Staff should not be “friends” with parents or “ex-parents” on social media unless a previous relationship is in place. In this case they are asked not to discuss Purple Childcare or work on social media;
* We encourage parents and employees to report any damaging or negative comments about Purple Childcare;
* Reports and comments of a positive nature are always welcome;
* Purple Childcare will remove anyone who does not adhere to this policy from its social media pages.

Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

Data storage

Personal data on children and parents at Purple Childcare is confidential. Hard copies of information such as accident forms, medicine forms, incident forms and children’s contact details are kept in a locked office on the Purple Childcare site. Cameras and iPads containing photos or videos of children should not leave the site and memory cards should be wiped before being taken on nursery outings. In this case it is the responsibility of the outing leader to keep the camera on their person and return it at the end of the outing. Memory cards should be regularly wiped with any photos to be kept stored on a password protected computer or on a hard drive/ memory card which remains locked in the office.

Reporting online safety

Children are at risk of online abuse in many forms. Staff are taught to look out for this; and online use is monitored at Purple childcare and never with out at adult. Staff ensure content is age appropriate and free from malicious content. If a child is subject to online safety issues at home or at nursery issue will be reported to the CEOP or the IWF. CBeebies has a short guide for parents on online safety. [Keeping children safe online - CBeebies - BBC](https://www.bbc.co.uk/cbeebies/grownups/article-internet-use-and-safety)

**Data protection privacy statement**

**Sharing information with others**

As a preschool it is necessary for us to collect personal information about you and your child. Sometimes we have to confirm or share information with other organisations. If we need to do this, we will make it clear to you on the forms you complete giving us the information. We will inform you before sharing any of yours or your child’s information.

In some cases, a third-party organisation, such as a funding body, may require you to sign an agreement to allow your information to be shared e.g. on a funding form. Please read all paperwork thoroughly before signing, so that you know exactly how your information will be used.

**Information**

We will make sure that the information about you is accurate and up to date when we collect or use it. You can help us with this by keeping us informed of any changes to the information we hold about you.

**Information security**

We will keep information about you and your child secure. We will protect your information against unauthorised change, damage, loss or theft. All information collected on paper forms is kept locked away. Our computer, and tablets are password protected.

**Keeping information**

We will hold information about you and your child only for as long as the law says. After this, we will dispose of it securely.

**Openness**

 We will tell you what kinds of information we hold and what we do with it.

**Access and correctness**

Whenever possible, we will let you see the information we hold about you and correct it if it is wrong.

**In general**

We will comply with the Data Protection Act 1998 and any subsequent legislation on information handling and privacy. We will do this through Purple Childcare’s Data Protection Policy. We will help you with any questions or problems that you may have with the Data Protection Act 1998, the Human Rights Act 1998 or the Freedom of Information Act 2000. If we cannot help you, we will give you advice on where to write to get the information you may need.

**Our Commitment**

We will only collect information that is necessary for what we do. We will be fair in the way we collect information about you. We will tell you what we intend to do with the information about you. Where practicable, we will collect information directly from you. If we collect information about you from someone else, we will make sure you know that we have done this whenever possible.

**Types of information we collect**

Yours and your child’s full names; Your child’s date of birth; Your address; Your contact numbers and those of your emergency contacts; Your email address; Your child’s medical conditions; In some cases, your National insurance number.

**While your child is with us we store information regarding:**

Their ongoing progress and development; photographs of them; accident records; medication records; incident records.

**Health and safety policy**

At Purple Childcare we believe the health, safety and welfare of all our children is paramount.

Our aims are

* To provide a safe positive environment for children to learn in;
* To establish what actions Purple Childcare can take to ensure all children remain safe at home as well as at the nursery;
* To provide a clean safe play environment;
* To provide quality food;
* To ensure all staff are aware of health and safety concerns.

Play is not risk free but at Purple Childcare in look to minimise those risks by

* buying toys from recognised companies;
* ensuring the toy is suitable for the child’s age;
* by checking all toys for sharp or small parts;
* by cleaning toys regularly;
* providing a clean environment;
* Supervising children and having good ratios of staff.

The ratios for looking after children are:

* Babies (under 2 years old) 1 staff member to 3 babies, 1:3;
* Toddlers (2-3 years old) 1:4;
* Pre-schoolers (3- 5 years) 1:8;

Accidents and incidents

* In events where your child has an accident or incident while at Purple Childcare or in our care we will provide your child with first aid as appropriate. All staff members are trained in paediatric first aid;
* In the event of serious injury, the child will be taken to hospital and parents will be informed immediately. We will ask you to sign a permission form so we can get your child emergency treatment;
* In the event of any accident or injury parents will be asked to sign an accident/incident form. If a child comes to the nursery with an injury the parents will be asked to fill out and sign an incident form on reporting it to the staff;
* All of our staff are qualified first aiders and therefore can deal with minor injuries and record details of injuries including names of witness(es) on the accident form;
* Parents/guardians picking up their child will be asked to sign an accident form and in the event of a head/face injury will be given an advice sheet;
* When on outings staff will have a phone in case of emergency.

At Purple Childcare we provide a clean safe environment for your child. All practitioners are vigilant to potential hazards.

The Purple Childcare staff will be vigilant to potential threats to good hygiene. To this end, a generally clean environment will be maintained at all times.

Toilets are cleaned daily and regular checks ensure that there is always an adequate supply of soap and hand drying facilities for both Purple Childcare staff and children.

Purple Childcare staff will be mindful of the need to observe the highest standards of personal hygiene when administering any first-aid treatment. As such, they will wash their hands thoroughly both before and after giving first aid, and ensure that plasters or disposable gloves cover any cuts, wounds or skin damage.

Purple Childcare staff will ensure when assisting children with Intimate Care such as toileting that they wear appropriate personal protective equipment such as gloves and an apron and that they wash their hands thoroughly with soap afterwards. Purple Childcare staff will also ensure they comply with our intimate care and safeguarding policies and have read the risk assessments associated with this type of care. Disciplinary action may take place if these important policies are not followed.

## Kitchen Hygiene

All areas where food and drink are stored, prepared and eaten are prone to the spread of infections. Therefore, Purple Childcare staff must be particularly careful to observe high standards of hygiene in such instances:

* Purple Childcare staff will be trained in food hygiene;
* Waste will be disposed of safely and all bins will be kept covered;
* Food storage facilities will be regularly and thoroughly cleaned;
* Kitchen equipment will be thoroughly cleaned after every use;
* In cooking activities, all surfaces and equipment involved will be thoroughly cleaned before and after.

## Personal Hygiene

In all circumstances, Purple Childcare staff will adhere to and ensure that children carry out the same routines.

* Washing hands before and after handling food or drink, and after using the toilet;
* Covering cuts and abrasions while at the premises;
* Taking any other steps that are likely to minimise the spread of infections;
* Washing of hands prior to and following first aid.

## Dealing with Spillages

Spillages of substances likely to result in the spread of infections will be dealt with rapidly and carefully. Blood, vomit, urine and faeces will be cleaned up immediately and disposed of safely and hygienically by double bagging and taken out of the setting. Purple Childcare staff will wear disposable plastic gloves and an apron while using bleach or disinfectant solution, and wash themselves thoroughly afterwards. Children will be kept well clear while such substances are being dealt with.

Purple Childcare is committed to taking all practicable steps to prevent and control the spread of infectious germs, and to uphold high standards of personal hygiene in order to minimise the risk of catching or spreading infections.

Medicine

Please call to discuss administrating prescribed medicines. A suitably qualified member of staff will be responsible for giving medicines to your children. We are happy to give prescribed medication in accordance with the guidance of a doctor, if a permission slip has been signed and verbal confirmation has also been made on the day either in person or over the phone. You will have to sign a form at the end of the day to say which medicines have been given. You must provide the medication yourself and the bottle must be clearly labelled with the child’s name and prescription information.

In the case of non-prescribed medication exceptions may be made in certain circumstances (such as specific medical conditions e.g. a history of febrile seizures) and under guidance from the child’ GP. Paracetamol may be administered in the case of a high temperature with parental permission and on the understanding that the child must be collected from nursery as soon as possible.

In the case of giving antibiotics or any medication for the first time a child must stay at home for 24 hours after the first dose to check for allergic reaction.

A suitably qualified member of staff will be responsible for the storage of all medicine and ensuring the expiration dates. The storage of medication will be in a locked box.

If your child has a long-term medical condition please give as much information to the nursery as possible. All medicines must be in their original containers and have product instructions. We wish to accommodate your child as much as possible, please let us know in advance if your child takes medication which requires any training.

Animals

There are no animals kept at Purple Childcare. The garden front and back are checked for animal mess daily before the children go out.

For further information on health and safety please look at [www.rospa.com](http://www.rospa.com) or [www.hse.gov.uk](http://www.hse.gov.uk)

**Equal Opportunities Policy**

Aims

In our setting we aim to provide an environment free from discrimination, direct or indirect by education young children about other cultures, religion, race, genders, age and disability. We promote diversity and support children with English as an additional language. All children are welcome at Purple Childcare and we ensure that every child feels valued. We are committed to giving all of our children every opportunity to reach the highest standards and breaking down barriers to learning to include all children. Inclusive education is important as it allows children to develop a positive understanding of themselves and others. Children who attend classes that reflect similarities and differences learn to appreciate diversity and respect and grow understanding differing cultures and abilities.

We achieve this by:-

* Assessing children’s needs and learning styles;
* Overcoming potential barriers and having individual targets for children dependant on their needs;
* Having a non-gender stereotypical setting and promoting positive role models though sport, religion and local community;
* Practitioners treat every child in a positive manner and are good role models, treating all people in the community with respect;
* We value input from parents and guardians on culture, religion and family groups and include all of these things in our activities;
* We celebrate special occasions and events relevant to the children in our care;
* We teach children about the similarities between all of us such as feelings, routines, learning;
* We create an environment in which each child feels valued.

Practical things you may see in the setting are

* Particular objects which represent countries religion or special occasion;
* Writing from other countries;
* “all about me” information sheets;
* Toys which promote disability play such as small world disability figures or jigsaws with pictures of children with disabilities;
* Celebration of Paralympic sport;
* Promoting playing and working together;
* Promoting children’s successes though star charts and rewards;
* Videos of parents speaking in their child’s home language.

This policy adheres to the governments legislation of “every Child Matters” (2003) and is in line with guidance from the early years foundation stage statutory framework P26 3.66

Support for children with disabilities

Felicity Shapter (manger) and Hannah Ross (manager) are qualified behaviour analysts for children with learning difficulties and are excellently placed to help children overcome barriers to learning. At Purple Childcare we strive to do the best for all children and work collaboratively with parents and professionals to achieve the best outcomes for your child. We always seek permission before seeking advice from others or developing individual education plans for your child.

Challenging Prejudice

At Purple Childcare we challenge prejudicial attitudes or remarks. We have zero tolerance on racism, harassment, bullying or homophobia and will act swiftly to address any matters relating to this.

We enable children to feel supported in their beliefs, culture and family environments and promote positive attitudes to people who are different to them.

Play

Play has many benefits for children, research shows these benefits extend to families and the wider community, and also improves health and quality of life. Access to a good play environment gives children the opportunity to:

* increase their self-awareness, self esteem and self respect;
* improve and maintain their physical and mental health;
* give them the opportunity to mix with other children;
* allow them to increase their confidence through developing new skills;
* promote their imagination, independence and creativity;
* offer opportunities for children of all abilities and backgrounds to play together;
* provide opportunities for developing social skills and learning;
* build resilience through risk taking and challenge, problem solving, and dealing with new and novel situations;
* Provide opportunities to learn about their environment and the wider community.

Observation

Observation helps us inform our practice, by observing a child we can learn about their interests and motivations. This enables us to tailor the environment to them and extend their learning using things they find interesting. For example if a child enjoys cars we may make numbered cars to incorporate learning numbers, or if the child likes “angry birds” on the computer we may make our own “angry birds” to incorporate and inspire their sense of design and help their physical development (using scissors). Observation teaches us more about the child and their needs, enabling us to provide information to other professionals if necessary. It helps us plan activities and checks the activities planned are appropriate. It helps us to acknowledge problems and plan how to address them. Observation helps us make conclusions about the stage of development of the child and from knowing this we can plan our next steps.

**Confidentialityanddataprotection policy**

Confidentialityanddataprotectionareextremelyimportant*.* Allconfidentialinformation asettingholds about any ofits clients shouldbekeep between setting and client*,* unless there is breach of childsafety*.* Confidential Information means all information, written or oral, disclosed directly or indirectly by the disclosing party or by any of its representatives, through any means of communication, including by observation of the recipient. Information shall be kept securely in an office space away from children and other clients or people entering the house. Data held on account should be kept for 7 years, Information such as accidents and injury records are held until the 21st birthday of the child.

Formal confidential information which could be held in a child’s records are emergency contacts and GP’s details.

If data/information about a child needs are to be given to a third party or agent the parent’s permission needs to be secured. This is identified in section 17 of the children act 1989.

A suitably qualified member of staff, will speak to the parent/guardian about their home circumstances/ care arrangements. The purpose of this information will be to help the child in our care. Information may include details about new babies, separation of parents, bereavement etc. All of this information is confidential and therefore will be private between the settings and the individual client.

No information will be given away unless it is required by law, for example if there is a child protection issue.

Parents have the right to access any and all information held on their child at any time. Ofsted also can view my records at any time.

Other occasions people may see information are when notifying Ofsted of any serious accidents, illnesses or injuries or the death of any child whilst in my care and any action I may have taken within 14 days of an incident occurring.

When keeping records on computer one must ask the parent’s permission. This information will be kept securely i.e in a password protected file. Backup files held on a memory stick or other device will be locked away when not being used.

**Purple Childcare ethos and routines**

At our setting we aim to work in partnership with parents and carers of children in our care. To us this means having open and honest communication between parents and practitioners.

Parents provide children with their first learning experiences; they help and support their children to meet their milestones such as sitting, walking etc. As children spend more time out of their home we wish parents to still have a positive influence on their children's' education. This could be from things such as keeping a good sleep routine at home and sharing information on toilet training with childcare providers. Every child is an individual and all sides of the partnership can contribute to the child's learning and development. We ask parents to come in for settling in sessions with their children, this helps them feel happy in their new environment but also enables us to learn about your child from you. We have daily hand over sessions between parents/ carers and practitioners as well as communication books for more sensitive information. Parents are always welcome to book a meeting if they have any concerns. Parents can use the notice board to see the activities children are doing on different days and we will send home photos of your child enjoying activities where possible. We invite parents to share information about their home and culture that might be useful in supporting their children's learning and development.

Sharing information

At our setting we share information through a key person. This means parents/carers can always speak to the same person about problems/issues they may have. We have strict guidelines about confidential information for staff to follow which can be seen in our policies. If parents have specific needs, disability, sensory impairment or any other we will work with the parents to communicate in a way which is effective for them.

When working with other professionals good partnership is essential as both parties input is vital and it may not be possible for all concerned to be in the same place at the same.

We wish to get to know your child and any information you can give us will help us to do this and will help us to improve their learning experience.

Children's routines

We have flexible routines for the children to enable them to feel secure and learn. Routines vary as children grow from babies to toddlers and pre-schoolers.

Whilst breakfast, lunch and dinner are offered at the same time each day the routine is deliberately loose to enable flexibility for the children. During free play there are a variety of toys and activities on offer. During activity times children can choose whether they wish to participate in the activity or engage in an activity of their own choosing. Activities are chosen around the EYFS and the children's interests in order to make them engaging and interesting and encourage children to participate.

Different activities will be offered to different age groups to encourage their development at different stages.

The daily routine is flexible and can be adapted to suit different children's needs. For example, many children will require a nap time at one or more points in the day. Some children may require an extra snack and some may need more structure during the free play sessions.

Settling the children

To help children feel settled in the nursery we ask that they attend a minimum of twice a week. This helps them to feel settled within the nursery. We have settling in sessions which are run prior to the children attending. We ask the parents to come in with the child for a short play session to help us get to know the child and possibly leave them for a short time to see if they will feel happy. This is normally 15 minutes to start with extending to one hour if appropriate. We can have as many or as few sessions as we find applicable. Every child is welcome at Purple Childcare and we ask for information from parents about their cultural background so we can include items in the nursery that the children may see at home. This helps the children to feel valued and comfortable as well as teaching others.

**How we promote British Values.**

The ethos encompassed by British Values is embedded into the way we interact with and teach children at Purple Childcare. This is divided into five categories:

1. Democracy

* Children are treated with dignity and respect;
* Their views are requested and considered;
* They are given choices about where they want to be and what they want to do;
* Children are consulted about new resources;
* Free speech is valued and encouraged;
* We ensure children’s voices are heard; when a child says ‘no’ we reflect on what we are asking them to do.

2. Rule of Law (see behaviour policy)

* Children are taught about right and wrong and contribute to their own behaviour goals;
* All children are encouraged to reflect on their own behaviours;
* Children learn about law in the wider world through themes such as community helpers.

3. Individual liberty and personal responsibility

* Children are encouraged to understand rules and their own safety;
* All children are helped to support younger children;
* Successes are celebrated; children are encouraged to celebrate their own successes and those of others;
* Responsibilities are shared; children are encouraged to help with taking care of resources and keeping the environment safe and clean;
* Independence in all areas is promoted.

4. Mutual respect

* Empathy and understanding is encouraged through role play and conversations;
* Sharing and turn taking is modelled and promoted by all staff ;
* Children are chosen to act as positive role models;
* Positive images and stories about disability and diversity are displayed and available throughout the nursery;
* Children are spoken to respectfully;
* Very close partnerships with parents are maintained through regular contact both verbal and written;
* British festivals are celebrated and enjoyed.

5. Tolerance of other cultures, faiths and beliefs

* Special days of different cultures are celebrated and explored;
* Children learn about their local world and the wider world through books, multicultural resources, displays and themes;
* Links with the local community are maintained through walks to shops, parks, woods and outings to local places.

**Prevent Duty Policy**

This policy is prepared using the following publications

DFE “The Prevent duty. Departmental advice for schools and childcare providers. June 2015” DFE “Keeping children safe in schools July 2015” HM Gov. channel Guidance- Preventing vulnerable people from being drawn into terrorism. 2015

Policy Statement

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

What is Radicalisation?

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Protecting children from the risk of radicalisation is seen as part of Purple Childcare’s wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

What is Extremism

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Constant practice and Procedure

At Purple Childcare it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of childcare providers’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We can also build children’s’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views (please see the Purple Childcare British values policy)

Risk assessment

All the nursery staff are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Procedure for reporting concerns

If a member of staff in nursery has a concern about a particular pupil they should follow the nursery’s normal safeguarding procedures, including discussing with the nursery’s designated safeguarding lead, who will, where deemed necessary, with children’s social care.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice. Also, they can advise if this would be a case for Channel. The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for childcare providers to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

**Complaints policy and procedure**

Policy in summary:

Stage 1: Parent to speak to the relevant staff member or manager about their concern Stage 2: Parent to put their concerns in writing, and deliver to the manager or office in an envelope marked ‘confidential’ Stage 3: Parent to request a meeting with the nursery manager. Stage 4: Parent to request a meeting with the manager to include an external mediator from the local authority Stage 5: Parent to contact Ofsted

 ***NB if the concern/ complaint represents a safeguarding concern then the complainant should speak to the manager immediately and refer to the safeguarding policy.***

Statement of intent
Purple Childcare Bristol believes that children and parents are entitled to expect courtesy and attention to their needs and wishes. We welcome suggestions on how to improve our nursery and will give prompt and serious attention to any concerns raised about the running and practices of the nursery. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

Aim
We will bring all concerns about the running of our nursery to a satisfactory conclusion, therefore an account will be given to the parents of the findings of any investigation carried out and any action taken, within 28 days of the date the complaint being received.

Methods
To achieve this, we operate the following procedure: -

How to raise a concern
**Stage 1**Any parent who wishes to raise a concern about an aspect of the nursery's provision should talk with a member of staff or the nursery manager. A verbal acknowledgement will be made as soon as possible and an attempt will be made to resolve the matter internally.

**Stage 2**
If this does not have a satisfactory outcome, or if the concern recurs, the parent moves to Stage 2 of the procedure by putting the concern in writing to the nursery manager. This should be placed in an envelope and marked ‘Confidential’ and handed into the office or to the manager directly. The parent will receive a written response to their complaint and both complaint and response will be stored in the Purple Childcare Bristol complaints file.

Most complaints should be able to be resolved informally at Stage 1 or at Stage 2.

**Stage 3**If a satisfactory outcome is not achieved after completing the actions in stage 1 and 2 then the parent should request a meeting with the nursery manager. Both the parent and the manager have the right to have an appropriate person present if required e.g. another member of senior staff unrelated to the complaint or, in the case of the parent, a partner or friend. An agreed written record of the discussion is made including any actions arising. All of the parties present at the meeting sign the record and receive a copy. This signed record signifies that the procedure has concluded.

**Stage 4**
If at the Stage 3 meeting the parent and nursery cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice.  A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.

Staff or volunteers within the Early Years and Childcare Service are appropriate persons to be invited to act as mediators. The mediator keeps all discussion confidential. S/he can hold separate meetings with the nursery personnel (nursery manager and chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.
 When the mediator has concluded her/his investigations, a final meeting between the parent, the nursery manager and the chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the concern. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

A record of this meeting, including the decision and the action to be taken, is made.  Everyone present at the meeting signs the record and receives a copy.  This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Area Child Protection Committee**.**

Parents may approach Ofsted directly at any stage when raising a concern. In addition, where there seems to be a possible breach of our registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Early Years Statutory Framework is adhered to.

Ofsted contact details:
Phone:0300 1231231
E-mail: enquries@ofsted.gov.uk
Web: www.ofsted.gov.uk
These details are displayed on our nursery's notice board.

If a child appears to be at risk, our nursery follows the procedures of the Local Safeguarding Children Boards Designated Officer. In these cases, both the parent and nursery are informed and the nursery manager and or committee member works with Ofsted or the Local Safe Guarding Children Boards Designated Officer to ensure a proper investigation of the concern raised is followed by appropriate action.

**Records**A record of concerns raised about our nursery and/or the children and/or the adults working in our nursery is kept, including the date, the circumstances of the concern and how the concern was managed.

**Intimate care policy**

As a childcare facility most children in our care will require intimate care at some point.

Purple Childcare are committed to providing intimate care which:

* maintains the dignity of the individual child;
* is sensitive to their needs and preferences;
* maximises safety and comfort;
* protects against intrusion and abuse;
* encourages the child to care for themselves as much as they are able and protect the rights of everyone involved.

The diversity of individuals and communities is valued and respected. No child or family is discriminated against. This document should also be considered as forming the policy and associated guidance towards supporting children and young people who require reasonable adjustments to be made in arrangements for personal care under the relevant legislation, e.g. Early Years Foundation Stage (2012), Equality Act (2010) and statutory guidance, e.g. SEN Code of Practice (2001).

Definition

Intimate personal care includes hands-on physical care in personal hygiene, and physical presence or observation during such activities. Intimate personal care tasks can include:

* body bathing other than to arms, face and legs below the knee;
* toileting, wiping and care in the genital and anal areas.  dressing and undressing;
* application of medical treatment, other than to arms, face and legs below the knee.

Section 23 in the DSCF Guidance ‘Guidance for Safer Working Practice for Adults working with Children and Young People in Education settings’ (March 2009) states that staff should:

* always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by and

 Section 20:

* make other staff aware of the task being undertaken.

 It is essential that the adult who is going to change the child informs another member of staff that they are going to do this. There is no written legal requirement that two adults must be present. However, the door to the bathroom should be left open to reinforce the culture of transparency.

Hygiene

* hot water and soap should be available to wash hands as soon as changing is done;
* paper towels to be available to dry hands;
* Babies should be lifted onto changing mats to be changed. Appropriate changing mats with a maximum load suitable for the child should be used;
* The changing/ toileting facility should be clean and tidy at all times;
* Gloves, aprons, nappy sacks and wipes should be available at all times along with an appropriate bin for storage of soiled nappies (this will be in the form of a nappy bin in the bathroom which is emptied at least once daily, more as necessary);
* When emptying nappy bins staff are to double bag the waste and carry it to the outside bin by the most direct route ensuring they do not pass any food or food preparation areas. The waste should be disposed of in a bin outside in the bin storage shed;
* In the case of changing on outings a portable changing mat should be used and gloves, aprons, nappy sacks and wipes should be taken. Nappies should be bagged (double bagged if soiled) and disposed of in a pubic bin where possible or taken back to the nursery.

Progression

At Purple Childcare we encourage children to be as independent as possible in the toileting process. We achieve this by:

* Communicating regularly with parents about their child’s current stage of development and any personal routines or strategies which might help their child;
* Encouraging children to follow the whole toilet routine including flushing and washing their hands on their own as much as they are able;
* Using play and stories to discuss toileting procedure;
* Having potties and child sized toilets to allow children to use toilets safely without help;
* Educating children about the need for good hygiene practises.

Recording

Any instances of intimate care are recorded, dated and signed by the staff member involved

**Parent involvement policy**

At Purple Childcare we aim to involve parents in their child’s learning and experiences as much as possible. We achieve this by:

* Conducting a verbal handover with parents at the beginning. This time can be used to share achievements and concerns as well as communicating what the child has enjoyed and taken part in along with useful teaching strategies both at home and at nursery. Where possible this handover will be conducted by the child’s key person;
* Using online learning journals to share more detailed information between nursery and home;
* Allowing parents to view their child’s online progress file at any point;
* Inviting parents to upload photos and observations from home onto the online learning journal;
* Sending creations, pictures and work done by children home with parents;
* Welcoming regular parent feedback;
* Taking photos of children (with parental permission), enjoying activities throughout the day, which can be shared with parents and/ or shared on our website or Facebook page (again only with parental permission);
* Holding termly parent’s days during which parents can book a meeting with their child’s key person or a manager to discuss progress and developments;
* Parents have the option to book a meeting with either their child’s key person, room leader or the setting deputy or manager should they wish to discuss concerns, progress or strategies to assist with learning.

English as an additional language

In the case of children who speak languages other than English at home we may find it useful to have more frequent contact with parents. In these cases we may ask:

* To take recordings or videos of parents speaking key words in the child’s home/ additional language;
* To be taught key words in the child’s home/ additional language in order to share these with the child and other children in the setting;
* For the parent to bring in key items or photos of key items from home;
* For the parent to help us to conduct assessments on the child’s language abilities in their home language.

Additional needs

In the case of children with additional needs we may find it useful to have more frequent contact with parents. In these cases we may ask:

* For parents to share more detailed examples of their child’s skills, abilities and challenges at home;
* For parents to contribute to individual targets for their child;
* For the parent to contribute to successful strategies which work for their child;
* To conduct a home visit to assess the child’ skills, abilities and challenges at home;
* To attend meetings which may include other professionals (e.g. speech and language therapist, social worker etc) to plan for the child’s progression.

Purple Childcare Bristol

SEND Policy

**Introduction**

This policy represents the agreed principles for Special Educational Needs throughout the Nursery. All Nursery staff, representing Purple Childcare Bristol Ltd have agreed this policy. It is written in line with the SEND Code of Practice for 0-25 (2014) the EYFS Statutory framework (2017) and the Equality Act 2010. The Special Educational Needs Coordinator (SENCo) for our setting is Felicity Shapter and the deputy SENCo is Gemma Lawrence, our Pre-school Room Leader.

**Definition of Special Educational Needs (SEN)**

‘Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them’. As defined by the SEND Code of Practice 2014.

**Our vision**

Purple Childcare Bristol is an inclusive nursery where everyone is made to feel welcome. We strive to provide a broad and balanced curriculum for all children, so that they can become confident, young individuals. with a growing ability to communicate their own views and ready to make the transition into compulsory education. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation.

**Aims**

Our nursery believes that all children are entitled to an education that enables them to make progress so that they:

* Achieve their best
* Become confident individuals living fulfilling lives
* Can set the foundations for a successful transition into school life.

At Purple Childcare, we aim to improve outcomes through high aspirations and expectations for children with SEND. We aim to do this through;

* Creating an environment that meets the Special Educational Needs of each child;
* Ensuring that the Special Educational Needs of children are identified, assessed and provided for;
* Making the expectations clear to all partners in the process;
* Identifying the roles and responsibilities of staff providing for each child’s Special Educational Needs;
* Enabling all children to have full access to all elements of the nursery’s curriculum;
* Ensuring that parents can play their part in supporting their child’s education;
* Ensuring that each child a voice in this process.

**Objectives**

Our objectives are;

* To identify and provide for children who have special educational needs and
* additional needs.
* To work within the guidance provided in the SEND Code of Practice, 2014
* To provide Special Educational Needs Co-ordinators (SENCO) who will work within the SEND Policy.
* To provide support and advice for all staff working with special educational needs children.
* To provide support and advice to parents/carers.

**Identifying and assessing Special Educational needs.**

Children may have Special Educational Needs, either throughout or at any time during their nursery development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

New guidance states that; ‘A pupil has SEN where their learning difficulty or disability, calls for special educational provision. Namely provision different from or additional to that normally is available to pupils of the same age’. The broad areas of need (page 98 of the guidance) are:

* Communication and interaction
* Cognition and learning
* Social, emotional and mental health difficulties
* Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the nursery needs to take, not to fit a child into a category.

Early identification is vital. Nursery staff inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. All children are assessed when they join our nursery, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for each child. If our assessments show that a child may have an additional need, we use a range of strategies that make full use of all available resources. In liaison with the Special Educational Needs Co-ordinator (SENCo), the child’s Key person will offer interventions that are ‘different from’ or ‘additional to’ those provided as part of the nursery’s usual working practices. The Key person will keep parents informed and draw upon them for additional information. If the SENCo, Key person and parents feel that the child would benefit from further support, the SENCo will then take the lead in further assessments of the child’s needs. The Individual Assessment of Early Learning and Development (IAELD) is designed to be completed if practitioners are concerned about a child’s rate of progress compared with their peers, or when some of their skills appear to be delayed. The IAELD assesses a child’s skills within the setting in collaboration with parents or carers.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.  Parents will be involved in the writing and review of each IEP.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the nursery by external support services. This may lead to ‘additional’ or ‘different’ strategies and external support outside of the nursery. External support services will provide information for the child’s new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child’s nursery setting. If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. The SENCo will start the procedures. A range of written evidence about the child will support the request.

Difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Some children at Purple Childcare may have significant behaviour problems. Staff use a range of strategies for dealing with difficult behaviour, but some children may require further support. In these cases the SENCo, Key person, outside agencies and parents will create a Nurture Plan, clearly outlining key targets for the child to work towards achieving, as well as the strategies and support being offered to the child. At this point advice would also be sought from external support services. Nurture Plans are reviewed.

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child’s learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

**Common Assessment Framework (CAF)**

The CAF is a shared assessment and planning framework for the use across all children’s services and all local areas in England. It aims to help the early identification of children and young people’s additional needs and promote co-ordinated service provision to meet them. The CAF is aimed at children and young people with additional needs who have needs that are not being met by their current service provision.

**Education Health and Care Plans (EHC)**

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment
Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.
The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

* establish and record the views, interests and aspirations of the parents and child or young person;
* provide a full description of the child or young person’s special educational needs and any health and social care needs;
* establish outcomes across education, health and social care based on the child or young person’s needs and aspirations;
* specify the provision required and how education, health and care services will work together to meet the child or young person’s needs and support the achievement of the agreed outcomes.

**The Role of the SENCo**

* To manage the day-to-day operation of the policy;
* co-ordinate the provision for and manages the responses to children’s special needs;
* support and advise colleagues;
* oversee the records of all children with Special Educational Needs;
* act as the link with parents;
* act as link with external agencies and other support agencies;
* monitor and evaluate the Special Educational Needs provision.
* manage a range of resources, human and material, to enable appropriate provision for children with Special Educational Needs;
* contribute to the professional development of all staff.

Partnership with parents

At Purple Childcare we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs*.*

We have termly meetings with parents to review the progress of their children against the targets set in the IEP and to set new targets for the next term. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

Pupil participation

In our nursery we encourage children to take responsibility and to make decisions. This is part of the culture of the nursery and relates to children of all ages and all abilities. The work in the nursery recognises the importance of children developing social as well as educational skills.

Partnership with Area SENCO

The Area SENCO helps make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling.
Typically, the role of the Area SENCO includes:

* providing advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEN Code of Practice;
* providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEN;
* strengthening the links between the settings, parents, schools, social care and health services;
* developing and disseminating good practice;
* supporting the development and delivery of training both for individual settings and on a wider basis;
* developing links with existing SENCO networks to support smooth transitions to school nursery and reception classes, and informing parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the early years
The Area SENCO plays an important part in planning for children with SEN to transfer between early year’s provision and schools.

**Our inclusive education and graduated approach**

The new Code of Practice for SEN clearly states that ‘*teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff*’. Our nursery practitioners have a range of inclusive strategies to meet the needs of different types of learner. They will support the learning of children who are at different levels of ability and who work at different rates.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

* understand the relevance and purpose of learning activities;
* experience levels of understanding and rates of progress that bring feelings of success and achievement.

The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the nursery. At Purple Childcare, we differentiate work appropriately, and use assessment to inform the next stage of learning.

If there are further concerns for a child, their key person will apply the ASSESS-PLAN-DO-REVIEW cycle which involves:

* Collecting further evidence of the child’s needs including any formative data or support agency advice.
* Observations of learning used to identify learning strengths with a focus on what the child **can** do.
* Meeting with parents to discuss their views and how they are able to support
* Ascertaining the views of the child
* Seeking the support of the SENCO as necessary
* Planning and setting targets and regularly keeping parents informed of progress
* Reviewing the plan with parents and setting new targets if progress has been made in line with expectations

The process above works in line with the child’s Individual Education Plan (IEP), which features significantly in the provision that we make in the nursery. It breaks down the existing levels of attainment into finely graded steps and targets and ensures that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the nursery situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the main learning environment.

**Monitoring and Evaluation**

The SENCO monitors the movement of children within the Special Educational Needs system in the nursery. The SENCO provides staff with regular summaries of the impact of the policy on the practice of the nursery.

The SENCO draws up Individual Education Plans for children. The SENCO and the managers hold regular meetings to review the work of the nursery in this area.

The SENCo monitors the progress of children with Special Educational Needs termly and discusses findings with all staff and parents.

If you would like to discuss your child’s special needs and support please talk to Felicity Shapter or Gemma Lawrence.

**Support and guidance**

**Early support**

Early Support supports parents and carers of children aged five and under. It brings together all the services and support available from different agencies. This makes it easier for families to co-ordinate their child's health, education and social care needs.

Some families will have a key worker who provides advice and support and can help negotiate the system. A key worker may be needed more at times than at others. Families can decide what works best for them.

Early Support has developed a wide range of resources, training courses and workshops. They include:

* A Family Pack containing information booklets about services and the Family File for sharing information with service providers easily;
* materials and resources to record your child's development;
* information booklets on a range of disabilities and conditions;
* A range of training courses developed for families and carers to help them use the resources and services offered by Early Support.

**The Local offer**

Local authorities (Bristol) **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they ‘expect to be available’, local authorities should include provision which they believe will actually be available.
The Local Offer has two key purposes:

* To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
* To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

**SEND offer**

Our SEND Offer is available on our website to give parents and carers a clear outlook of what we offer and how to access further support from the local offer. Please ask us if you would like a copy.

**Child collection policy**

Children may be collected by one of the following people:

* Parent/ guardian known to Purple Childcare (unless there are associated safeguarding issues);
* Family member known to Purple Childcare where permission has been given by the parent/ guardian;
* Nominated person known to Purple Childcare where permission has been given by the parent/ guardian.

If anyone other than a parent/ carer known to Purple Childcare is to collect the child Purple Childcare must be informed in advance. In these cases additional information must be supplied:

* Name and description of person to be collecting;
* Relationship to you and to child;
* If possible a picture of the person to be collecting the child.

The person collecting the child must supply the Id before being allowed to enter the building.

Unexpected collections

When you drop off your child please let us know who will be collecting them that day. If this changes please call to let us know. This means that we know who we are expecting and that your child knows who to expect.

If a person who is not a parent or carer arrives to collect your child and we have not previously been informed that this will be the case then we will not allow the child to leave with them.

In these cases we will:

* Call the parent to confirm that the child may leave with the person. Two calls will be made to each parent and nominated emergency contact. If no contact can be made the child will remain at the nursery;
* Once we have confirmation from a parent/ carer we will then ask for a password or identification from the person to be collected;
* Nursery staff will check that the person has a car seat or other appropriate means of transporting the child;
* Only when we have parent confirmation, a password and identification will we allow a child to leave with an unexpected person who is unknown to the nursery;
* Children will not be allowed to leave with an unexpected person until the above criteria have been met and staff are convinced the child is happy to do so.

**Buggy sleeping policy**

Some children prefer to nap in a buggy or pushchair as they find the familiar rocking motion soothing. Wherever possible we endeavour to allow children to follow home routines or to choose the sleep method they prefer.

Children may nap in a buggy/ pushchair with parental permission. When napping in a buggy the following guidelines will be followed:

* The back of the pushchair/ buggy must lie flat;
* Children will be strapped into a five-point harness;
* The brakes will be applied to the pushchair;
* The child will be checked every 15 minutes;
* A senior member of staff will determine the suitability of the sleeping environment ensuring the temperature is appropriate and any potential hazards are accounted for. Suitable sleeping environments will be calm, quiet and temperature appropriate. Children may sleep in a pushchair outside where conditions allow however, danger from wind, sun and other weather conditions will be taken into account;
* Children will never be left to sleep in a buggy/ pushchair which has been completely covered;
* Children who cannot yet sit and roll over will not be permitted to sleep in a buggy/ pushchair;
* Staff will ensure that children are wearing appropriate comfortable clothing whilst napping;
* Children will not nap in a pushchair/ buggy for longer than 90 minutes.

I give permission for my child to nap in a pushchair/ buggy in accordance with the above guidelines.

**CCTV policy**

Our CCTV covers the following areas:

* Main garden
* Toddler garden
* Front porch
* Carpark
* Hallway
* Baby room
* Toddler room
* Pre-school

Footage is kept for 7 days as standard. In the case of disputes, concerns, incidents or any other reason managers deem necessary copies of recordings will be kept until the dispute is resolved. This may mean that records are kept as evidence until the next Ofsted visit or until the child involved turns 25.

CCTV may be used to monitor:

* Staff ratios;
* Injuries and incidents;
* Arrival and leaving times;
* Door opening procedures;
* Activities;
* Behaviour management;
* Room management;
* Staff deployment;
* General monitoring of the health and wellbeing of children.

**DATED**

9/5/18

**GDPR PRIVACY NOTICE**

**FOR EMPLOYEES,**

**CHILDREN ATTENDING PURPLE CHILDCARE**

**AND THEIR PARENTS**

**WHAT IS THE PURPOSE OF THIS DOCUMENT?**

|  |
| --- |
| Purple Childcare (“the Nursery” or “we”) is committed to protecting the privacy and security of your personal information.This privacy notice describes how the Nursery collects and uses personal information about employees of the Nursery (“Employees”), children attending the Nursery (“Child” or “Children”) and the parents of the Children (“Parents”) (known collectively as “You” or “Your”), in accordance with the General Data Protection Regulation (GDPR). |

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

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

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

**DATA PROTECTION PRINCIPLES**

|  |
| --- |
| We will comply with data protection law. This says that the personal information we hold about You must be:1. Used lawfully, fairly and in a transparent way.2. Collected only for valid purposes that we have clearly explained to You and not used in any way that is incompatible with those purposes.3. Relevant to the purposes we have told You about and limited only to those purposes.4. Accurate and kept up to date.5. Kept only as long as necessary for the purposes we have told You about.6. Kept securely. |

**THE KIND OF INFORMATION WE HOLD ABOUT YOU**

|  |
| --- |
| Personal data, or personal information, means any information about an individual from which that person can be identified. It does not include data where the identity has been removed (anonymous data).There are “special categories” of more sensitive personal data which require a higher level of protection, such as information about a person’s health or sexual orientation. |

**Employees:**

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

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

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

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

**Children:**

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

1. Name
2. Date of birth
3. Home address
4. Dietary requirements
5. Attendance information
6. Photographs and video clips of the Child to signpost Children to where their belongings are stored at the Nursery that they attend, and also for general display purposes
7. Emergency contact should Parents be unavailable and the emergency contact’s contact details
8. Record book for each Child containing the work of the Child whilst at the Nursery, observations about the Child’s development whilst at the Nursery from Employees of the Nursery, specific examples of the Child’s progress, photographs demonstrating the Child’s development whilst at the Nursery, and personal details of the Child (e.g. their date of birth) (“Progress Report”)
9. Records relating to individual Children e.g. care plans, common assessment frameworks, speech and language referral forms
10. Accidents and pre-existing injuries forms
11. Records of any reportable death, injury, disease or dangerous occurrence
12. Observation, planning and assessment records of Children

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

• Information about a Child’s race or ethnicity, spoken language and nationality.

• Information about a Child’s health, including any medical condition, health and sickness records.

• Information about a Child’s accident or incident reports including reports of pre-existing injuries.

• Information about a Child’s incident forms / child protection referral forms / child protection case details / reports.

**Parents:**

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

1. Name
2. Home address
3. Telephone numbers, and personal email addresses.
4. National Insurance number.
5. Bank account details.

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

 • Information about a Parent’s race or ethnicity, spoken language and nationality.

 • Conversations with Parents where Employees of the Nursery deem it relevant to the prevention of radicalisation or other aspects of the governments Prevent strategy.

**HOW IS YOUR PERSONAL INFORMATION COLLECTED?**

**Employees:**

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

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

**Children and Parents:**

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

**HOW WE WILL USE INFORMATION ABOUT YOU**

|  |
| --- |
| We will only use Your personal information when the law allows us to. Most commonly, we will use Your personal information in the following circumstances:1. Where we need to perform the contract we have entered into with You.2. Where we need to comply with a legal obligation.3. Where it is necessary for our legitimate interests (or those of a third party) and Your interests and fundamental rights do not override those interests.We may also use Your personal information in the following situations, which are likely to be rare:1. Where we need to protect Your interests (or someone else’s interests).2. Where it is needed in the public interest or for official purposes. |

**Situations in which we will use Employee personal information**

We need all the categories of information in the list above (see Employee section within the [Paragraph](#co_anchor_a486023_1) entitled ‘The Kind of Information We Hold About You’) primarily to allow us to perform our contracts with Employees and to enable us to comply with legal obligations. The situations in which we will process Employee personal information are listed below.

1. Making a decision about an Employee’s recruitment or appointment.
2. Checking an Employee is legally entitled to work in the UK. Paying an Employee and, if an Employee is an Employee or deemed Employee for tax purposes, deducting tax and National Insurance contributions (NICs).
3. Providing any Employee benefits to Employees.
4. Enrolling you in a pension arrangement in accordance with our statutory automatic enrolment duties.
5. Liaising with the trustees or managers of a pension arrangement operated by a group company, your pension provider and any other provider of employee benefits.
6. Administering the contract we have entered into with an Employee.
7. Conducting performance and/or salary reviews, managing performance and determining performance requirements.
8. Assessing qualifications for a particular job or task, including decisions about promotions.
9. Gathering evidence for possible grievance or disciplinary hearings.
10. Making decisions about an Employee’s continued employment, engagement.
11. Making arrangements for the termination of our working relationship.
12. Education, training and development requirements.
13. Dealing with legal disputes involving Employees, including accidents at work.
14. Ascertaining an Employee’s fitness to work.
15. Managing sickness absence.
16. Complying with health and safety obligations.
17. To prevent fraud.
18. To monitor your use of our information and communication systems to ensure compliance with our IT policies.
19. To ensure network and information security, including preventing unauthorised access to our computer and electronic communications systems and preventing malicious software distribution.
20. Equal opportunities monitoring.

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

**Situations in which the Nursery will use personal information of Children**

We need all the categories of information in the list above (see Children section within the Paragraph entitled ‘The Kind of Information We Hold About You’) primarily to allow us to perform our obligations (including our legal obligations to Children. The situations in which we will process personal information of Children are listed below.

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

**Situations in which the Nursery will use personal information of Parents**

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

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

**If Employees and Parents fail to provide personal information**

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

**Change of purpose**

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

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

**HOW WE USE PARTICULARLY SENSITIVE PERSONAL INFORMATION**

|  |
| --- |
| ”Special categories” of particularly sensitive personal information require higher levels of protection. We need to have further justification for collecting, storing and using this type of personal information. We have in place an appropriate policy document and safeguards which we are required by law to maintain when processing such data. We may process special categories of personal information in the following circumstances:1. In limited circumstances, with Employee or Parent explicit written consent.2. Where we need to carry out our legal obligations or exercise rights in connection with Employee employment.3. Where it is needed in the public interest, such as for equal opportunities monitoring or in relation to our occupational pension scheme.Less commonly, we may process this type of information where it is needed in relation to legal claims or where it is needed to protect an Employee, a Child or a Parents’ interests (or someone else’s interests) and the Employee, Child or Parent as is appropriate is not capable of giving consent, or where the Employee or Parent has already made the information public. |

**The Nursery’s obligations as an employer**

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

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

**Do we need Employee consent?**

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

**INFORMATION ABOUT CRIMINAL CONVICTIONS**

|  |
| --- |
| We may only use information relating to criminal convictions where the law allows us to do so. This will usually be where such processing is necessary to carry out our obligations and provided we do so in line with our data protection policy.Less commonly, we may use information relating to criminal convictions where it is necessary in relation to legal claims, where it is necessary to protect the interests of You (or someone else’s interests) and You are not capable of giving your consent, or where an Employee or a Parent, as is relevant to the circumstances, has already made the information public. |

We envisage that we will hold information about criminal convictions.

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

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

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

**AUTOMATED DECISION-MAKING**

|  |
| --- |
| Automated decision-making takes place when an electronic system uses personal information to make a decision without human intervention. We are allowed to use automated decision-making in the following circumstances:1. Where we have notified Employees or Parents of the decision and given the Employee of the Parent as is appropriate 21 days to request a reconsideration.2. Where it is necessary to perform the contract with an Employee or a Parent and appropriate measures are in place to safeguard the Employee’s, the Child’s or the Parent’s rights as is appropriate.3. In limited circumstances, with explicit written consent from the Employee or the Parent, as is appropriate, and where appropriate measures are in place to safeguard Employee or Parent rights.If we make an automated decision on the basis of any particularly sensitive personal information, we must have either explicit written consent from an Employee or a Parent as is appropriate, or it must be justified in the public interest, and we must also put in place appropriate measures to safeguard an Employee or a Parents rights as is relevant in the circumstances. |

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

**DATA SHARING**

|  |
| --- |
| We may have to share Employee, Child or Parent data with third parties, including third-party service providers and other entities in the group.We require third parties to respect the security of Your data and to treat it in accordance with the law. |

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

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

**Which third-party service providers process my personal information?**

”Third parties” includes third-party service providers (including contractors and designated agents), local authorities, regulatory bodies, schools and other entities within our group. The following third-party service providers process personal information about you for the following purposes:

* Local Authorities – for funding and monitoring reasons (e.g. equal opportunities and uptake of funded hours)
* Regulatory bodies – for ensuring compliance and the safety and welfare of the children
* Schools – to provide a successful transition by ensuring information about the child’s progress and current level of development and interests are shared

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

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

All our third-party service providers and other entities in the group are required to take appropriate security measures to protect Your personal information in line with our policies. We do not allow our third-party service providers to use Your personal data for their own purposes. We only permit them to process Your personal data for specified purposes and in accordance with our instructions.

**When might you share my personal information with other entities in the group?**

We will share Your personal information with other entities in our group as part of our [DESCRIBE OTHER KNOWN ACTIVITIES].

**What about other third parties?**

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

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

**DATA RETENTION**

**How long will you use my information for?**

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

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

**RIGHTS OF ACCESS, CORRECTION, ERASURE, AND RESTRICTION**

**Your duty to inform us of changes**

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

**Your rights in connection with personal information**

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

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

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

**No fee usually required**

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

**What we may need from You**

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

**RIGHT TO WITHDRAW CONSENT**

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

**CHANGES TO THIS PRIVACY NOTICE**

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

**If you have any questions about this privacy notice, please contact Hannah Shapter on** **admin@purple-childcare.co.uk**

We reserve the right to change the contents of this policies without prior notice.

**Policies and procedures tick sheet.**

As a parent or guardian please tick and sign to indicate you have read and agree with the following:

Admissions policy

Behaviour policy

Communication and well-being policy

Safeguarding policy

Missing, lost or uncollected children

Mobile phone and technology policy

Data protection privacy statement

Health and safety policy

Equal opportunities policy

Confidentiality and data protection policy

Purple Childcare ethos and routines

British Values

Prevent duty

Complaints procedure

Intimate care policy

Parent involvement policy

Special needs

Child collection policy

Buggy sleeping policy

CCTV policy

GDPR policy

Name of parent/ Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of parent/ Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_