



## St Anne's college nursery policies and procedures.

All policies and procedures in this booklet will be reviewed by Kyle Biswell, consulting with the nursery team in September 2022.

## Introduction

### St Anne's College day nursery

St Anne's nursery is a full-time day nursery, located in the purpose-built building within the grounds of St Anne's College. It caters for up to 12 children, aged 6 months to 5 years, and is open all year round except for 3 weeks in August and about one week at Christmas and Easter (depending on how they fall during the year).

Enquiries should be directed to the Nursery Manager, St Anne's College Nursery, Woodstock road, Oxford, OX2 6HS; telephone: 01865 274 868.



### Membership

Membership is open in the first instance to full-time members of college staff, then, as numbers allow, to students and then the wider community.

### Charges

Payment is charged annually (based on 10 sessions /week), payable over 12 months. For parents/carers who are paying by salary sacrifice (through University or College), payments of fees will be deducted monthly. For parents/carers who are not paying by salary sacrifice, College will raise invoices every month which are payable upon receipt. Full payment must be made in a child's absence.

### Waiting list

There is a non-refundable charge of £50.00 to be placed on the waiting list. Carers will be contacted 2-3 months before the beginning of the relevant term, if a place falls vacant. Information about likelihood of places will be offered before this period only in exceptional cases, by the Nursery Manager.

Carers are respectfully asked not to make enquiries about their place on the waiting list, any prediction is so unreliable that we prefer not to make them.

### Opening times

8.45am to 5.15pm, Monday to Friday.

### Illness and Absence

Children should not be brought to nursery if they have an infectious disease or a raised temperature. The nursery manager may, at his discretion, ask any carer to take their child home, if he thinks that the child is not well enough to be at nursery. If the manager thinks it necessary, the carer should produce a note from the doctor saying that the child is fit to return.

Please telephone the nursery by 10am if your child is unwell or unable to attend nursery that morning. If a child is to be picked up by a new person the manager or the child's key worker will need to meet or be introduced to that person in advance.

### Notice or withdrawal or change of timetable

Two months on either side, or earlier if possible. Fees will be chargeable if adequate notice is not given.

### Lunches

All children are required to bring a packed lunch, hot or cold. Hot lunches are reheated in the microwave.

### Nappies

The nursery does not provide nappies. It is the carer's responsibility to ensure that a supply for their child is always available.

### Safeguarding

Like all child-care workers, we have a responsibility to protect the children in our care, and will share our concerns with the Children's and Families Assessment Team if we fear a child may be suffering abuse or neglect.

### Equal opportunities

The nursery is committed to valuing and respecting the differing backgrounds of the children we care for so that each child is valued as an individual. As children's learning is largely influenced by the ideas, attitudes, and practices of those in close contact with them staff are aware of the importance of developing ways of working and talking to the children which provide positive attitudes and images towards all individuals regardless of race, culture, religion, language, disability or sex/gender. We strive to ensure that the nursery environment is free from racist or sexist influences, and that the class, cultural and religious backgrounds of the children are respected.

### Support from College

We have a Nursery Fellow who is usually a representative from the college. They are responsible for supporting the nursery manager and chairing the committee meetings that will happen once a term.

## Safeguarding Children and Child Protection booklet



The safeguarding leads for the nursery are:

Kyle Biswell: [kyle.biswell@st-annes.ox.ac.uk](mailto:kyle.biswell@st-annes.ox.ac.uk)

Charlotte Vowell: [charlotte.vowell@st-annes.ox.ac.uk](mailto:charlotte.vowell@st-annes.ox.ac.uk)

Rebeka Power: [Rebeka.power@st-annes.ox.ac.uk](mailto:Rebeka.power@st-annes.ox.ac.uk).

We have three leads because of our part time staff members.

### Introduction

This policy has been developed in accordance with the principles established by the Children Act 1989, and in line with the following:

- Working together to Safeguard Children 2018.
- Framework for the Assessment of Children in Need and their Families; 2000.
- What to do if you are worried a child Being Abused; 2015.
- Keeping Children Safe in Education; 2019.
- Oxfordshire Safeguarding Children Board guidelines.

We recognise that **all** staff and the management team have a full and active part to play in protecting our children, and their welfare is our paramount concern. The management committee takes seriously its responsibility under section 11 of the Children Act and duties under working together to safeguard and promote the welfare of Children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify, and support those children who are suffering harm or are likely to suffer harm.

We provide a safe, caring and stimulating environment that promotes the social and physical development of each individual child. Ensuring that the children are free from discrimination or bullying where they can learn and develop into well rounded individuals.

### What does Safeguarding and promoting the welfare of children mean?

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood.

#### *Child Protection:*

Child protection refers to the processes undertaken to meet Statutory obligations laid out in the children Act 1989 and associated guidance (see working together to Safeguard and promote the welfare of children) in respect of those children who have identified of suffering harm.

### Our Environment and Safeguarding

We ensure that we provide an environment, so the children feel safe, valued and respected, are able to talk to a member of staff if they have worries or difficulties.

We make sure to:

- Support all children's development, so they feel confident and promote resilience.
- Have a robust procedure in place which is followed by all members of staff in cases of suspected abuse.
- Ensure staff are aware of the possible indications of abuse and neglect and of their responsibilities in dealing with suspected cases.
- Achieve positive working relationships with the appropriate agencies, involving in safeguarding children.
- Ensure all adults within our setting have been checked as to their suitability (plus agency and bank staff.)

Our setting procedures for safeguarding children are in line with Oxfordshire Local Authority and Oxfordshire Safeguarding children Board Child Protection Procedures, and Working Together to Safeguard Children 2015.

We ensure that:

- The Designated members of staff have undertaken the relevant training, which will be updated every two years. Our Designated Lead staff members are: Kyle Biswell, Charlotte Vowell and Rebeka Power.
- There is a Designated Lead member of staff available at all times, so people can discuss any concerns.
- The management Committee/Fellow of the nursery understand and fulfils its Safeguarding responsibilities.
- Policies are updated and shared annually with staff making sure they are understood as well as ongoing refresher courses held in house.
- Comprehensive induction for all new staff on Safeguarding including code of conduct, whistle blowing, allegations management policy, how to report a concern, **and** who to contact with a concern.
- All members of staff attend the generalist training (level2) every 3 years.
- All staff know what to do if a child tells them he/she is being abused or neglected. Staff understand how to maintain an appropriate level of confidentiality. Whilst at the same time to understand the requirement around sharing information appropriately with the designated safeguarding lead and other relevant professionals.
- Staff members are advised to maintain an attitude at all times *"it could happen here"* where Safeguarding is concerned.
- When concerned about the welfare of a child, staff members should always act in the best interests of the child.

- Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead.
- If staff members have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to children's social care.

All staff follow the Oxfordshire Safeguarding Children's Board Procedures/ Local Authority guidance in all cases of abuse, or suspected abuse (these can be found at [www.O.S.C.B.org.uk](http://www.O.S.C.B.org.uk))

Most injuries to children are accidental and can be simply explained. Bruises, scrapes and cuts are part of the normal rough and tumble of a young child's life. There are, however, some children who suffer injuries that are not accidental.

It's essential that we take responsibility to safeguard children. This requires us to have a duty to identify early signs and symptoms of possible abuse to Oxfordshire Multi-Agency Safeguarding Hub (MASH).

We will therefore:

- Ensure that we refer a child if there are possible indicators of abuse or neglect to social care.
- Ensure that a detailed and accurate written record of concern about a child are kept separate from children's individual records even if there is no need to make an immediate referral.
- Ensure that the Designated Lead attends case conferences, family support meetings, or other multi agency planning meetings, and provides a report which has been shared with parents.
- Ensure staff are aware of our child protection policy and procedures, and understand their responsibilities and know how to recognise and refer any concerns.
- Keep ourselves up to date with knowledge to enable us to fulfil our role-This training should include child sexual exploitation and radicalisation, as well as generalist and Designated Lead training.
- Ensure we have staff on interview panels who are Safer Recruited trained.
- Ensure that all staff and volunteers are expected to disclose to the Manager any circumstances which indicate that a member of staff or volunteer could be barred from working with children under the terms of the childcare Regulations 2006.
- If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral.

#### Categories of abuse

Listed below are the four main categories of abuse as defined by the department of health's Working Together to Safeguard Children 2010 document?

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

### Abuse

A form of maltreatment of a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely, by others (e.g. via the internet). They may be abused by an adult/s or another child or children.

### Neglect

The persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairments of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide food, clothing and shelter.
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision.
- Ensure access to appropriate medical care or treatment.

*Possible Indicators and obvious signs of lack of care include:*

- Problems with personal hygiene.
- Constant hunger.
- Inadequate clothing.
- Emaciation.
- Lateness or non-attendance at the setting.
- Poor relationships with peers.
- Untreated medical problems.
- Compulsive stealing and scavenging.
- Rocking, hair, twisting, thumb sucking.

### Physical abuse

May involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

*Possible indicators of Physical abuse include:*

- Physical signs that do not tally with the given account or occurrence.
- Conflicting or unrealistic explanations of the cause.
- Repeated injuries.

- Delay in reporting or seeking medical advice.

### Sexual abuse

Forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts. Encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

*Possible indicators of Sexual Abuse include:*

- Sudden changes in behaviour.
- Displays of affection which are sexual and age inappropriate.
- Tendency to cling or need
- Regression to younger behaviour-e.g. thumb sucking, acting like a baby.
- Tendency to cry easily.
- Wetting/soiling day or night.

### Emotional abuse

The persistence emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

*Signs of emotional abuse include:*

- Rejection.
- Isolation.
- Child being blamed for actions of adults.
- Child being used as carer for younger siblings.
- Affection and basis emotional care giving/warmth, persistently absent or withheld.

### Fabricated or induced illness (FII)

Fabricated or induced illness is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

FII is also known as (not to be confused with [Munchausen's syndrome](#), where a person pretends to be ill or causes illness or injury to themselves).

If a member of staff has a concern they need to inform the designated safeguarding lead. They will contact the Locality and community support service (LCSS) another option would be to telephone the [NSPCC's child protection helpline](#) on 0808 800 5000. It's open 24 hours a day, 7 days a week.

Other areas we safeguard against include:

Child sexual exploitation (CSE)

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing, and/or others performing on them, sexual activities.

Sexual violence or abuse against children represents a major public health and social welfare problem within our society, affecting 16% of children under 16. That is approximately 2 million children.

In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social, economic and/or emotional vulnerability.

*Key facts about CSE*

- Child Exploitation can occur through the use of technology without the child's immediate recognition.
- Sexual exploitation often starts around the age of ten years old. Girls are usually targeted from age ten, boys from eight.
- It affects both boys and girls and can happen in all communities.
- Anyone can be targeted but there are some particularly vulnerable groups: Looked after children, children leaving care and children with Disabilities.

Child Criminal Exploitation (CCE)

Child Exploitation refers to the use of children for someone else's advantage, gratification or profit often resulting in unjust, cruel and harmful treatment of the child. These activities are to the detriment of the child's physical or mental health, education and social and emotional development. The victim may have been criminally exploited even if the activity appears consensual.

Oxfordshire partnership responses and provision and safeguard children at risk of Exploitation.

<https://www.gov.uk/government/publications/serious-violence-strategy>

*Possible Indicators of CCE*

- Persistent going missing from school or home
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts/phone calls
- Carrying weapons
- Self-harm or significant changes in emotional wellbeing.

### Forced marriages (FM)

A FM is a marriage conducted without the consent of one or both parties, and where duress is a factor. FM is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage, where both parties give consent.

FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16<sup>th</sup> June 2014.

### Female Genital Mutilation (FGM)

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing safeguarding/protection structures, policies and procedures.

FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Other than in the excepted circumstances, it is an offence for any person (regardless of their nationality or residence status) to:

- Perform FGM in England, Wales or Northern Ireland.
- Assist a girl to carry out FGM on herself in England, Wales or Northern Ireland.
- Assist a non-UK Person to carry out FGM outside the UK on a UK national or permanent UK resident.

Practitioners understand the mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18.

### Prevent: The Counter Terrorism and Security Act 2015

The act places a Prevent duty on settings to have due regard to the need to prevent people from being drawn into terrorism.

Settings subject to the Prevent Duty will be expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism.
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Make sure that staff training that gives the knowledge and confidence to identify children at risk being drawn into terrorism, and to challenge extremist ideas that can be used to legitimise terrorism.
- Expected to ensure children are safe from terrorist and extremist material when assessing the internet in the setting.

### Dealing with disclosures.

The key points for staff members are to: **respond, record, report.**

#### **Respond**

- If a child discloses to you always stop and listen quietly, giving your undivided attention.
- Do not appear shocked or disbelieving and allow the child to feel secure and give them time.
- Reassure and stay calm, and make no judgements.
- Never promise that you will keep what they say secret. Give reassurance that only those who need to know will be told.
- React to the child only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.
- Do not ask leading questions it's important to allow the child to talk and not to interrupt and limit questions to avoid leading. It may be appropriate to ask further questions to clarify, rather than jumping to conclusions. (Tell me, explain to me, describe to me.)

Never take a photo of the child's injury.

#### **Record**

- Make notes about what the child is actually telling you at the time.
- Try to record what was actually said rather than your interpretation of what they are telling you. Record, date, time, place, name of staff member, signed- who was present.

#### **Report**

If there are serious concerns and immediate advice is needed, the Designated Lead for Safeguarding will contact the MASH (Multi Agency Safeguarding Hub) immediately.

Multi-Agency Safeguarding Hub: 0345 050 7666

Emergency Duty Team (outside office hours) 0800 833 408.

Staff can also report even if the manager/deputy isn't available. OSCB advice you to contact the locality and community support service (LCSS) on:

North tel: 0345 2412703

Central tel: 0345 2412705

South tel: 0345 2412608

No names consultation can be accessed; however, the member of staff must disclose their name, then it must be followed with an email.

Never attempt to carry out an investigation of suspected abuse by interviewing the young person or others involved. This is a highly skilled role and attempts by yourself could affect possible criminal proceedings.

### Record keeping

Any incident or behaviour change in a child that gives cause for concern should be recorded on an incident sheet, copies of which are kept securely on the Safeguarding children's file. Records must be signed, dated and timings.

Information must be recorded:

- Child's name and date of birth.
- The incident with dates and times.
- If recording bruising/injuries indicate position, colour, size, shape and time on a body map.
- Action taken.

What support is available to you?

- There is regular staff training on Safeguarding.
- All staff receive an induction which includes an explanation of the procedures to be followed when concerned about a child but also guidance on appropriate staff behaviour around children and whistle blowing.
- Any staff that may be affected by issues arising from concerns for children's welfare or safety can seek support from their designated person for child protection.

#### Use of Mobile phones and cameras.

Mobile phones and cameras are strictly prohibited within the setting indoors/outdoors.

- Staff and visitors are required to keep their bags locked in a cupboard. Visitors will not be able to use mobile phones or their own cameras when on the premises.
- Staff however are able to use the nursery's camera when on the premises to capture photographs for the children's profiles and for displays.
- The only exception parents/carers can use their cameras or phones in the setting is during our Christmas party.
- The children do not have access to a computer, so are not using the internet.

#### Confidentiality

All matters relating to child protection are confidential and all staff are aware of this. The designated lead will only disclose personal information about a child to other members of staff if necessary.

- Staff must understand that they have a professional responsibility to share info with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety and or well-being or that of another.
- We will take no names consultations with our local Assessment teams/MASH team to discuss concerns we may have. However, we understand that if they ask for a name we will discuss the details and it will become a referral.

#### Peer on peer abuse

Children can be vulnerable to abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

### Allegations against staff

All staff should take care not to place themselves in a vulnerable position with a child.

We understand that a child may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Manager or the Deputy.

The manager will discuss the content of the allegation with the designated officer for the Local Authority (LADO), before taking any action.

In our county, contact should be made with:

**Jo Lloyd**, Local Authority Designated Officer

**Donna Crozier**, Assistant Designated Officer

**Sandra Barratt**, Assistant Designated Officer

**Lorna Berry**, Assistant Designated Officer

**Becky Langstone**, Education safeguarding Officer

**Telephone:** 01865 810603

**Email:** [ADO.Safeguardingchildren@Oxfordshire.gov.uk](mailto:ADO.Safeguardingchildren@Oxfordshire.gov.uk)

**Team contact number:** (01865) 815956

If the allegation made to a member of staff concerns the manager themselves, then it needs to be reported to the Fellow of the nursery and the Committee members who will consult with the LADO, without notifying the manager first.

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and will consult with LADO and HR.

### Whistle Blowing

We understand that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and appropriate advice will be sought from the LADO or Safeguarding Team where necessary.

### Anti- bullying

We acknowledge that bullying is not accepted in the setting and taken very seriously. Any matters of bullying if left unresolved can become a child protection matter. We therefore ensure that any concerns will be addressed and action taken to protect pupils where appropriate.

### Supporting Children

We recognise that a child who is abused, who witnesses violence, or who lives in a violent environment, may feel helpless and humiliated, may blame themselves and may find it difficult to develop and maintain a sense of self-worth. We expect that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We will support all children by:

- Encouraging the development of self-esteem and resilience in every aspect of life.
- Promoting a caring, safe and positive environment.

### Children with Special Educational Needs

At our setting we recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability with further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs.
- Communications barriers and difficulties in overcoming these barriers.

### Supporting staff

We recognise that staff working in the setting who have become involved with a child who has suffered harm, may find the situation stressful and upsetting.

We will support the staff by providing an opportunity to talk through their anxieties with the designated person and to seek further support. This could be provided from the members of the Committee or a representative of a professional body, as appropriate.

In consultation with all staff, we have adopted a code of conduct for staff at our setting. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.

### Domestic Abuse/Domestic Violence

Domestic abuse is widespread, often escalates, and almost impacts on children in the household. From 2007 domestic abuse has been defined in legislation as harmful and abusive to children. It affects their emotional wellbeing, behaviour, attainment, and long-term life chances: the younger the child the greater the risk.

Getting help:

Oxfordshire Domestic Abuse helpline-0800 731 0055

Open Monday-Friday 9.30am-6pm, Saturday 10am-4pm

### Children missing from nursery

We enter children's arrival and departure on a paper copy register, and on a more formal document which includes address, names of parents and contact details. We ask the parents/carers to inform the nursery at the earliest convenience either by phone or email to let us know if their child will not be attending nursery.

If we fail to make contact with the parent for 10 days then we will inform the multi-agency Safeguarding hub (MASH).

### Child collection

The nursery requires contact details of parents, and authorised adults who are able to collect their child (the home address and telephone number, place of work including telephone/mobile numbers).

Parents should introduce any friends and family who may collect their child to the staff and on which days they will collect their child.

If this is not possible a photograph of the person collecting should be provided, and a form will need to be completed by the parents, with an arranged password.

In an emergency, a child may need to be collected by an adult that members of staff have not met. The name, address and telephone number of the authorised person is recorded, we also require some form of identity, for example, a driving licence or an official letter addressed to them.

In the event of a child not being collected by an authorised person please refer to our Child Collection Policy

### What to do if you suspect a child is at risk

- Immediate danger to a child call the Emergency services on 999
- Immediate danger safeguarding concerns contact:
  - MASH:** 0345 050 7666 during office hours. (8.30am-5pm, Monday to Thursday and 8.30am-4pm, Friday
  - Emergency Duty Team (EDT):** 0800 833 408 outside office hours.
- If you think a child or young person is being sexually exploited, contact the **Locality Community Support Service**, if you have concerns that do not require an immediate Safeguarding response.
- Need support or guidance with an Early Assessment or TAF wish to complete a No names Consultation contact:
  - LCSS central** (Oxford and surrounding areas) 03452412705  
[LCSS.central@oxfordshire.gov.uk](mailto:LCSS.central@oxfordshire.gov.uk)
- Concerns or allegations about a professional working with children: if you are a practitioner and have concerns about another practitioner or Volunteer who works with children, or you need to support them, you will need to contact
  - Local Authority Designated Officer (LADO)** on 01865 815956
  - Oxfordshire Safeguarding Children Board**-01865 815843
  - Team email** [oscb@oxfordshire.gov.uk](mailto:oscb@oxfordshire.gov.uk)

*This policy was adopted on 20th January 2021 and will be reviewed annually.*

## Sickness, exclusion and medication policy



### Sickness

No child should be brought into nursery if they are unwell. We will not be able to accept children who are-

- Running a high temperature
- Suffering from any kind of contagious disease
- Suffering from sickness and diarrhoea

Should a child become unwell during the day the parents will be contacted as soon as possible, it may be necessary for the child to be collected as soon as possible to prevent an illness spreading through the nursery, and for the child's wellbeing.

### Exclusions

All of the exclusions the nursery deem as necessary to enforce, are based on the Public health agency guidelines - <https://www.publichealth.hscni.net/publications/guidance-infection-control-schools-and-other-childcare-settings-0>

A copy of this document is also displayed within the nursery building.

The nursery recognises that for babies and children a normal temperature is 36.4c, this may vary from child to child. A high temperature is 38c or over. (As stated by the NHS)

If a child has a high temperature they will be sent home. The following day children are welcome to return to the nursery providing the parents have closely monitored the temperature and it is now within the normal range. The child should also feel 'well in themselves' and exhibit their normal behaviour.

### Medicines

Medications will only be given to children if it has been prescribed by their GP. Parents/carers must first complete a medication permission form, this will need to be signed by the parent/carer every day until the course has finished. These prescription medicines will be administered by two members of staff who will then sign the consent form to say the dose was measured, checked and then administered correctly.

Paracetamol will not be given by the nursery under any circumstances. If the child is in a position where they need it then the safest place for the child is at home.

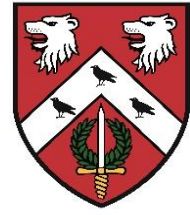
### Immunisations

The nursery asks that if a child has a 'live immunisation' such as for chicken pox, that parents let the nursery manager know in advance. There are members of staff at the nursery who have a lowered immune system and may need to be shielded from the child for up to three weeks.

## Key person policy

### What is a Key Person?

A key person's role is to help ensure that every child's care is tailored to their individual needs and to help the child become familiar with a setting whilst offering a settled relationship for both child and parents.



### Key Persons in our Environment:

We operate a key person system where your child is allotted to a particular member of staff. A key person has special responsibilities for working with a small number of children giving them the reassurance to feel safe, well cared for and for building relationships with their parents. A key person will help your baby or child to become familiar with the nursery and to feel safe and confident within it.

Your child's key person will be available at the beginning and end of each session to greet you and your child and informally share information, records of development and any concerns you may have.

Having such a small setting and sensitive, experienced staff means it is realistic for each member of staff to have a close relationship with every child. It is reasonable for us to say that if a member of staff is absent from the setting any of the other staff members will be able to step in and pick up their care managing their needs and firing their interests with as much skill and knowledge as their own key person.

As a staff team, we feel a key person is essential. When children feel happy and secure, they are confident to explore and try new things. This has a positive impact on the child's wellbeing, learning and development.

## Special Educational Needs Policy

Mrs **Charlotte Vowell**,

Nursery Nurse is our SEND co-ordinator



At St Anne's Nursery we are committed to ensure that all children are equally valued, welcomed and included. This includes taking steps to ensure their abilities or learning needs are catered for.

To make this a reality we have adapted our entrances/exits by providing ramps enabling easy access to all areas of Nursery. Toys have been placed at low levels and labelled clearly with words and pictures. It is possible to adapt our outdoor space to make it suitable for any child or staff member who has additional physical needs. The garden has sensory areas where we have chosen plants to smell, touch and where appropriate taste. The children can experience a variety of textures they can touch and pick. New plants are continually added to provide a stimulating environment. We promote positive images of disability in books, activities and games to promote an inclusive environment.

We strive to provide a platform where the children's needs are met sensitively and confidently we also aim to be a constant support to parents a constant support to parents. We value and acknowledge each child's individuality by giving them praise and encouragement, to help them feel good about themselves.

All staff understand the need for consistency and continuity of care.

### Identification of special needs

Children with additional needs are welcome to make applications for a place at the nursery. However, parents must liaise with staff to provide background information about the condition before the child starts.

Nursery staff will then:

- Undertake any extra training from the first aid instructor at the college.
- Meet and take advice from the child's care team.
- Put in to place a care plan based on advice from the care team and the valuable first-hand knowledge of the parents/ carers.

### Actions moving forwards

Staff may become aware of children showing signs of special needs during their time at the nursery. This might be something staff recognise through observation and play, or something a parent/ carer has brought to staff's attention.

When a child's key person or parent identifies this, we are proactive in ensuring that appropriate action is taken to promote the welfare and development of the child. We follow the Special Education Needs and disability code of practice, which recommends a graduated approach, making small changes to the environment and to activities so that all children can benefit.

If needed, we would liaise with outside agencies to ensure we have all the support possible for the child. We will provide parents with information, advice and support. As well as provide extra training for staff and parents will be useful for the overall care of the child.

All staff monitor the children's progress which is assessed and recorded using Early Years Foundation Stage Assessment Sheets. The Early Years Foundation recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

#### Five steps to getting additional support for your child

If the child's key person or parent has concerns about their child's development then we may need to take additional or different action to enable the child to learn and develop in an effective way.

STEP ONE: The child's key person working with the Send co-coordinator would liaise closely with the parents to discuss the information.

STEP TWO: The child's key person would then do very close observations on the child and arrange a meeting with parents to discuss the findings.

STEP THREE: The key person, SEND co-ordinator and parents would then sit down and discuss a support plan to be put in place to help the child reach specific goals. These would be fun activities that the child will enjoy doing to support their learning.

STEP FOUR: The plans would be reviewed every six weeks with the parents, key person and Send co-ordinator.

STEP FIVE: If after further monitoring the child has not made progress or continues to have difficulties then, with the parent's consent we may seek advice and support from outside agencies.

#### Additional Support

Parents can contact their GP for advice, who would be able to refer specialists, e.g. speech therapists, or they could speak to their registered health visitor. Evidence and detailed observations from the nursery could support any concerns raised by parents/carers.

The EYSENIT (Early Years Special Educational Needs Inclusion Teacher) team may be contacted by the nursery and invited into the setting to observe and offer professional guidance to best support the child.

This work would be co-ordinated by our Special Educational Needs Co-ordinator (SEND). Charlotte is available Mondays and Tuesdays 8:45am-5:15pm, and Wednesday mornings 8.45am-1.00pm if parents have concerns about their child's development they can speak to her or email [charlotte.vowell@st-annes.ox.co.uk](mailto:charlotte.vowell@st-annes.ox.co.uk).

We work closely with parents to create a positive partnership and maintain a positive relationship. The information discussed is conducted in a confidential manner.

#### Communication and language:

##### English as additional language (EAL)

As a university nursery we welcome many international children where English is an additional language. If a child starts with no knowledge of English we monitor them carefully. Some children settle into the environment and are happy to pick up spoken English from other children and staff. We recognise that the existing nursery children are a valuable resource in this situation.

Other children may find the new language and environment more of a barrier in which case we introduce measures:

- Longer settling in period.
- Key/relevant words from native language and personal family environment, such as nicknames.
- It may be helpful to introduce a picture exchange communication system (pecs) individual to the child.
- Working with the child at their own pace is essential.
- We will be in constant communication with parents to discuss progress.
- We will always respect and value the child's first language and cultural identity.

#### Difficulty with Communication, speech and sounds

These difficulties could be apparent in the form of a reluctance to speak, or a pronunciation which others find hard to understand. We recognise the need to be sensitive and patient and staff may adopt some of the following strategies:

- Modelling correct speech but not obviously correcting a child's pronunciation.
- Involving parents by creating a planned approach to be followed consistently at home and nursery.
- We practice signing with the children particularly at communal times. This could be extended to support communication for children struggling to vocalise.
- We encourage singing to build confidence and to develop children's skills with blending sounds together.

## Play policy

"Play is not trivial, play is highly serious and of deep significance"

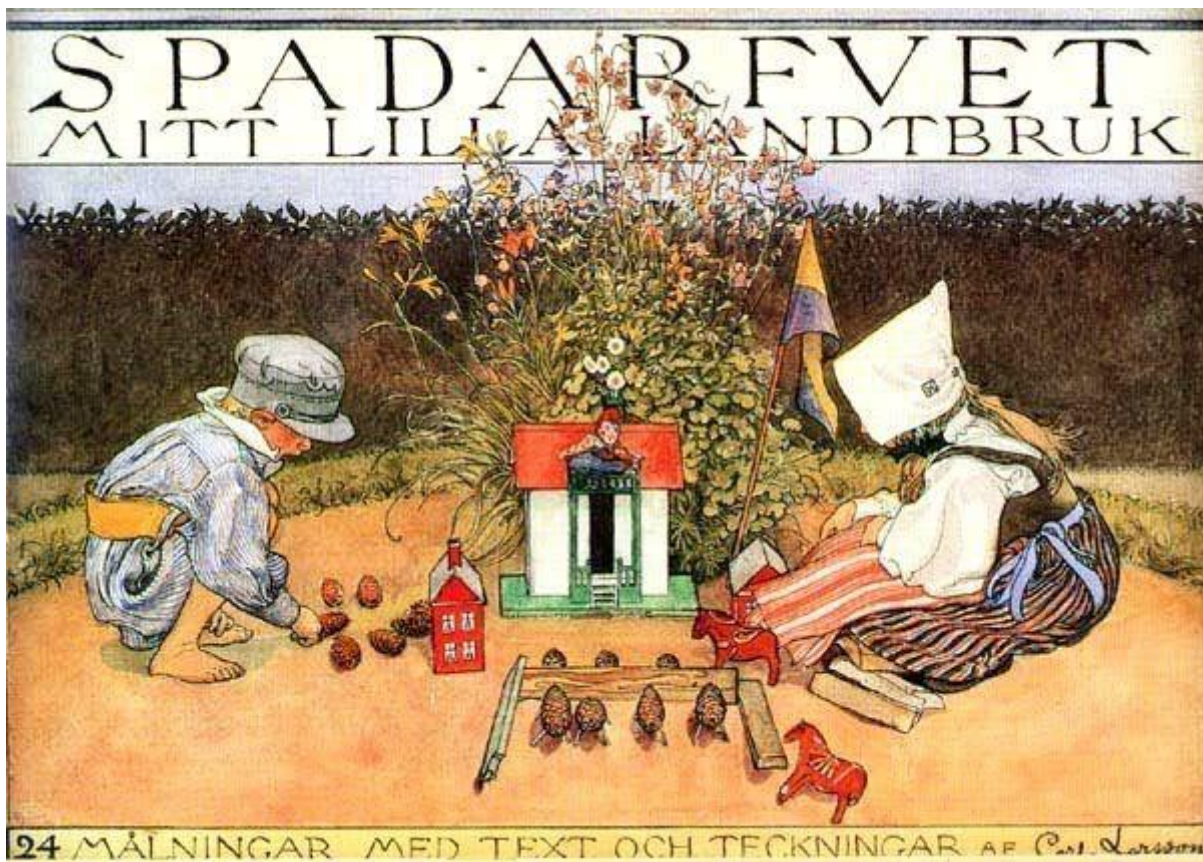
(In Cohen and Garner, p 135)



We recognise that children learn best through play. And every child has the right to play as stated in:

- The United Nations on the rights of the child 1989.
- Birth-5 matters: EYFS 2021

Play is vital for feeding all areas of child development both physically and mentally.



*[Image](#) above is a painting by The Swedish artist Carl Larsson – It has been chosen to highlight the play policy. Not because the artist has any direct association with the college or the nursery.*



A child's wellbeing can be level and consistent if they are given the chance to take part in not just structured play but unrestricted play with no adult interference.

Allowing children to take risk and challenge themselves through play is important for developing resilience and self-confidence.

We give children the option to play indoors or outdoors by having a free flow system, this way play is freely chosen by the child.

Our curriculum is designed to make sure that the continuous provision is suitable, age appropriate and always interesting. Indoor and outdoor areas are assessed and will change slowly to meet the needs of the group or an individual child.

A Child's play is a deep and meaningful experience. Because of their experience staff are able to judge when it is appropriate to join a Child's play.

Staff are mindful not to steam in and destroy a child's brilliant thinking.



## Outdoor Learning policy

Our outdoor approach at St Anne's is an integral part of our pedagogy.

Naturally, we are out every day and, in every weather, ensuring we provide the correct clothing to match increasingly odd weather patterns.

Outside we strive to balance nature with exploration and a joy for activity. It's a place for the children to enjoy, relax, have fun and engage with nature.



We are blessed with a large variety of open-ended natural resources to extend children's innate creativity – from wooden blocks and bricks, a mud kitchen, upcycled materials, bug hotel, water, sand and mark making materials.

We surround the children with a nature garden packed with life. We encourage all creatures to the garden, trying to make it as biodiverse as possible.

To attract wildlife to the garden we have: Bug hotel, log piles, natural structures that the insects can share with children. We have a variety of plants and trees that offer safety and food for creatures including birds that the children also help to feed with seed and suet balls.



Children have the chance to sing songs and tell stories, dance, and opportunities to create sculptures as well as weaving and other art focus. We also have bikes and some fixed materials too (climbing frame with a slide) but the opportunities to create dens, planting, growing & harvesting fruit, flowers and vegetables are particular favourites.



### Risk

Babies arrive on this earth ready to take risks and we encourage this from the earliest stage. A child starting a new setting is a life changing event! Something as simple as walking through the door for the first time can seem like a risk.

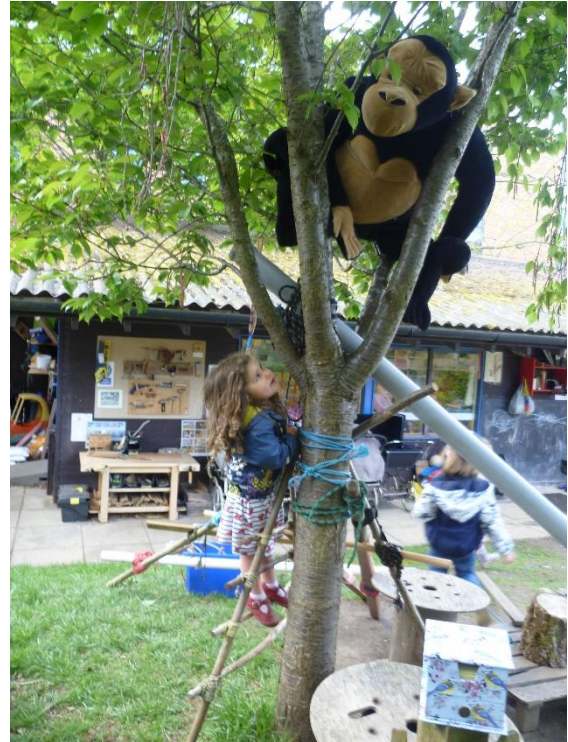
Crawling or walking for the first time are great examples of children consciously taking risks independently, it is our job as parents or practitioners to encourage this.

Outside is a great place to teach our children about risk and to help them understand what is safe and what is potentially dangerous while playing in a controlled environment. Challenging children to take risks as part of their everyday play will soon build self-confidence and resilience. Children will learn to self-regulate making swift decisions about their own safety as they play using knowledge based on first-hand experience. We know that limiting the potential of children's play will only lead to developing anxiety and reliance on adults.

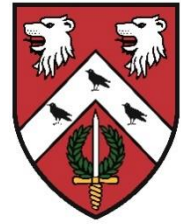
Staff will try hard not to say the words "No, don't do that" unless a child is at risk of harm or significant injury. Instead we use more positive language that give the child the opportunity to think and consider their own actions. Such as "Do you think that's a good idea?"



Staff at the nursery demonstrate a passion and curiosity for being outside, an ability to see the learning opportunities and a willingness to engage and have fun, take risks and play alongside children.



## Equal opportunities statement



The nursery is committed to valuing and respecting the differing backgrounds of the children we care for, so that each child is valued as an individual.

Children's learning is largely influenced by the ideas, attitudes, and practices of those in close contact with them.

Staff are aware of the importance of developing ways of working and talking to children which provide positive attitudes and images towards all individuals regardless of race, culture, religion, language, disability or sex/gender.

We strive to ensure that the Nursery environment is free from racist or sexist influences, and that the class, cultural and religious backgrounds of the children are respected.

## Equality and diversity policy

The equality and diversity lead for the nursery is Lesley Douglas.



### Statement of intent

As a nursery within Oxford University we are blessed with a group of families from all over the world and as a setting we endeavour to welcome, support and include each child as an individual.

Staff and the nursery community celebrate cultural and religious backgrounds with enthusiasm and respect, using storytelling and song to add colour to real life experiences. We are believers in a strong partnership with families because their input will enrich our curriculum.

The nursery opens its doors to children aged 6 months to 5 years old. Staff members are mixed genders and ages. The children mix and play together during the day as a family group.

### We aim to:

- Celebrate each person and value their unique skill set, quirks and abilities.
- Provide a positive and exciting atmosphere where children and staff can learn and make mistakes together without the fear of failure. Processes and progress are valuable not just the finished products.
- We want children to feel secure and confident, this will help them reach their full potential.
- Recognise that all children are different and unique in their own ways.
- Respect and value all children, families and ways of life.
- Reflect on own knowledge and practice. Valuing current guidelines on equality and diversity.
- Use British sign language (BSL) as an amazing tool to support language and learning. Kyle has a level two certificate in BSL and Lesley is working towards a qualification and is keen to encourage the children to use simple signs to extend and widen their scope of communication.

### The legal framework for this policy is:

- Race Relations Act 1976.
- Race Relations Amendment Act 2000.
- Sex Discrimination Act 1986.
- Children Act 1989.
- Special Educational Needs and Disability Act 2001.

Our setting is open to all members of the community.

- We base our admission policy on a fair system (refer to our Admission Policy)

- We do not discriminate against a child or their family, or prevent entry to our setting on the basis of colour, ethnicity, social background, religion or disability.
- We ensure that all parents are made aware of our equal opportunities policy.

### Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Posts are open to people from all backgrounds.
- The applicant who best meets the criteria is offered the post, subject to satisfactory references and DBS checks.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible to all valuing diversity in our workforce.

### Partnership with parents

- We encourage parents and carers to take part and be involved in the children's activities e.g. cooking, arts and crafts, singing, festivals, etc.
- For families who speak languages other than English, we will develop means to ensure their full inclusion.
- Photos of the children and their families are displayed around the nursery.

### Food and dietary requirements

- We work closely with parents to ensure that medical, cultural, and dietary requirements are met and respected by all staff.
- We see it as a key part of our job to introduce children to a range of food and drink that is new and interesting.
- We are able to store, prepare and feed using expressed breast milk if provided.

### Environment and resources

- We aim to provide resources that give a balanced view of the world and an appreciation of the diversity in society and the immediate nursery environment.
- We encourage children through play equipment, activities, positive images and storytelling to explore, acknowledge and value similarities and differences between themselves and others.

## Behaviour policy

The behaviour lead for the nursery is Kyle Biswell.



*"Everyone you meet will be fighting a battle you know nothing about – Be kind to everyone" – Buddhist quote*

We hope to deal with all types of undesirable behaviour in a positive way without the need for threats or punishment.

We establish clear boundaries and consistency in behaviour management and expectations. We want children to feel secure and comfortable with their boundaries in place.

The nursery staff are actively involved in the promoting good behaviour. This is done to the best of our ability in a way that:

- Promotes children's welfare.
- Builds high levels of self-esteem.
- Introduces the idea of Mutual respect.

Reasonable behaviour is encouraged in the following ways:

- Staff and visitors to the nursery are positive role models.
- Praise and encouragement is given to the children in recognition of good behaviour. This may be something as simple as eye contact, a smile, or a thumbs up. (Small things mean a lot.)
- Positive language is used where possible i.e. "Please walk" rather than "Don't run." This is a small part of what we hope to be a happy atmosphere.
- Staff work together with parents in an open and honest way. Once on the same page we can work together coming up with strategies to get past undesirable behaviour. It may of course be necessary for parents to be consistent with plans at home.
- We have a system that we often recommend to parents called "choices and consequences".

Undesirable behaviours such as kicking and pushing are dealt with quickly and calmly. Attention is focused on the child who has been upset or hurt, undesirable behaviour is not rewarded with lots of one to one attention.

Staff will, of course, work with older children who have a greater level of language and comprehension 'emotion coaching' mostly through a mixture of real-life experience and storytelling- We hope this will develop early feelings of empathy.

If undesirable behaviour continues and turns into a pattern staff will start to make detailed observations to help work through the issue. Information such as:

- Time/Date.
- What triggered the incident?
- The nature of the incident.

- Others involved.
- Did another member of staff see the incident, people's opinions may vary. Staff collaborating to look at an incident can be valuable and help to spot triggers or patterns in behaviour.
- It is very important that a member of staff should only deal with situations they have seen happen with their own eyes. A staff member must never act on the word of a child, the situation might have been misunderstood.
- No reference should be made to the incident when it has been dealt with, the child should be allowed to go about their day as normal.

An inappropriate reaction or even violence by a member of staff towards a child may result in suspension and disciplinary action. The **only** time physical intervention is deemed as necessary is when the child themselves or other members of the group are at risk of being harmed.

When dealing with any form of undesirable behaviour we are always conscious that children are actively learning to deal with a vast range of what must be overwhelming new feelings and emotions.

#### Behaviour relating to Equal opportunities and diversity

Discriminative remarks are not what we want to hear at the nursery. Even something said without intent or a proper understanding can have a deep impact on a child. Such incidents will be dealt with by staff in the following ways.

- Focus for this will of course fall on older children who have more developed emotional intelligence.
- Staff will talk about the feeling, how the comment might hurt or upset, rather than focusing on the difference.
- Lots of emphasis will be put how each person is different, beautiful and special.
- Situations like these are rare but if they persist the nursery manager will organise a meeting with all people concerned to sort out a strategy and a way to move forward.

Everyone is invited to tidy and care for the nursery building and gardens, staff are asked to be good role models for this.

Children are involved in every stage of the planning process. Giving children the choice and the opportunity to lead their own learning will give them ownership.

#### Giving effective praise

Examples of effective praise:

- A member of staff sees a child picking up toys and tidying the nursery. "Thank you for doing such a good job and making the nursery look so tidy"
- A child helps one of their peers to turn on the tap in the bathroom "That was a very kind thing to do, well done!"
- We reward the children for all types of kind/positive behaviours so that every child has the chance to be praised.
- We praise to reward effort, it is important to remember that just as much effort and good intention goes into the process as the final product.

## Biting policy

The behaviour lead for the nursery is Kyle Biswell.



Biting is not an easy situation to deal with – Because of this we choose to have a policy in place so there is a clear plan of action.

Biting is not uncommon it happens regularly in early years settings, because of this we have decided to dedicate a whole policy to it. Situations involving biting are a difficult situation for parents whether they are the parent of the biter or the child who is being bitten.

This document will hopefully give you information about why biting may occur, how biting incidents are managed within the nursery, and what steps we take to protect the welfare of all children.

### Reasons for biting:

*Teething*- Swelling gums can be painful - discomfort can be relieved by chewing or biting something.

*Exploration* – Simply put, children use all their senses to explore the world around them.

*Attention from adults* – When children feel like they are not getting enough attention, biting is a way to quickly become the centre of attention. It is not uncommon for children to relish positive or negative behaviour.

*Frustration* – Children can be frustrated by a number of things such as wanting to be independent, troubles following rules, disagreements and troubles with turn taking games. A young child's lack of vocabulary and skill to use language are also key factors in how they can become frustrated.

*Feeling good* – Nature intended the act of biting to be pleasurable which is why people enjoy taking a bite of a biscuit or a soft doughnut. This means that once a child has bitten they may be likely to do it again because of the sensation.

### Dealing with biting

Parents of the biter and children being biting should be informed and involved at every step of the way. Parents input can be invaluable if behaviour management needs to be carried on at home.

Kyle will take the lead on this, but every member of staff will work together to try and discover why the child is biting and what are the events leading up to the incident.

Observations will be pooled into one document. And patterns can be picked out and changes can be made to the setting if it is appropriate or necessary if we need to reduce the cause i.e. taking away a toy that causes conflict temporarily. Or buying a duplicate toy so there is enough to go around.

Each incident/ bite will be recorded on an accident form in detail and the parent of the child who has been bitten will be asked to sign this.

**No mention in paperwork or verbally will be made of the biters name to the parents of the child who has been bitten.**

This can be a distressing time for the parents and they must be reassured that staff are working to the best of their ability to make a safe place for their child to play.

- We may increase the supervision of that child so they can be supported to express themselves.
- Children who may bite will be asked to take part in lots of activities that will help to release frustration such as playdough digging and other high impact physical activities.
- It is important to remember that a child who has bitten may stop biting as fast as they started.

## Food and Drink Policy

*We often wake and listen to the dawn chorus, but our first touch point with the natural world is food.*



We recognise the importance of food and drinks in health, oral health, and wellbeing.

- If requested by the children, staff will prepare a mid-morning snack that will usually consists of fruit.
- We ask parents to bring a lunch into the setting with their child that the nursery staff will prepare to the parent's specification. This should be a **healthy and balanced** lunch that will fuel the child for the afternoon session at the nursery. We do advise that lunches will be served to the children as they arrive in packed lunch boxes. Parents should ensure food that could be a potential choking hazard i.e. grapes or olives are cut to a manageable size for their child's individual needs. Most Lunches will be served to the children from their lunch boxes. We hope that this will aid school readiness and allow children to develop good habits
  - As they eat savoury food items before sweeter items.
- Tea time/ evening snack is prepared by the nursery staff to no set menu so the food will vary.
- St-Anne's college nursery aims to have each member of staff involved in preparing meals qualified to at least a level 2 standard in food safety.
- We aim to make each tea time an occasion, children will help staff to decorate the table with a cloth, a vase of flowers (where possible cut from the nursery gardens.) All children are encourage to eat from a china plate, drink from a real tea cup and pour drinks from a real tea pot. Skills like using a tea pot are fantastic opportunities for exercising the children fine motor control.

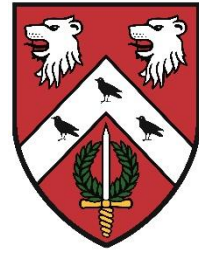


We regard snack and meal times as important parts of the day. We use these opportunities to gather together indoors and outdoors to develop social skills, share conversations and listen to each other.

In addition to learning about healthy foods we follow these procedures to promote healthy eating and an excitement for food in our setting.

- Before a child starts to attend the setting, we find out from parents/carers their children's dietary needs and preferences, including any allergies and any cultural dietary requirements. These needs are recorded, acknowledged and respected.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parent's wishes.
- We provide nutritious food for snacks, avoiding large quantities of saturated fat, sugar, salt and artificial additives, preservatives and colourings.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts. We also ask parents to **not** include nuts in their child's packed lunch for the sake of those who may have an unknown nut allergy.
- We organise meal and snack times so that they are social occasions in which children/staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- Involve children in helping to set up and clear away cups, plates, cutlery and chairs before and after meals.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can help themselves to water at any time during the day. We remind children of the importance in regular drinking especially during the hot weather and discuss the effects of exercise and heat on our bodies.
- For hygiene reasons all parents are asked to bring in a water bottle for their child. This also make the water bottle individual and easy for the child to recognise.

## Celebrations Policy



We aim to be a tooth friendly setting that strives to provide children with low sugar and low fat foods that encourage a healthy diet. Wise choices for the foods we provide will help keep children's teeth in a good condition. Because of this we don't offer birthday/celebration cakes – instead offering an alternative...

The nursery staff will find out everyone's birthday within the nursery community and will do their best to celebrate each one in turn.



The two silver trays (pictured above) are used when we celebrate special occasions. We will beautifully present a range of tooth friendly snacks and treats that can be enjoyed as part of our tea time meal. Because the trays are metal it means we can also add celebration candles to the trays to make a wonderful display to make the child/person feel special and valued

Food and birthday treats will be allowed to be bought in from home for the group to share but we ask that they are in line with this policy.

We deal with children in the nursery who have varying diets and medical requirements. A birthday cake shared within the group may not suit all these needs and could leave some of the children feeling left out. By presenting a selection of foods we hope to cater for everyone's needs.

Finding out everybody's birthday including staff, children, parents, grandparents and friends will also help us to build the children's personal social and emotional development. They will be encouraged and hopefully feel excited to look forward to and then celebrate other people's birthdays rather than just their own. We hope to promote a culture where giving to others is exciting and making other people happy is a natural thing to do.

## Health and safety policy

The health and safety lead for the nursery is Rebeka Power.

[rebeka.power@st-annes.ox.ac.uk](mailto:rebeka.power@st-annes.ox.ac.uk)



St-Anne's college nursery has a no smoking policy, smoking or vaping on the premises will not be permitted under any circumstances.

It is our goal to provide a healthy and safe environment for the children in our care and the staff in our team.

Staff at the setting actively cooperate to ensure that injuries do not occur to themselves or others.

Each member of staff takes part in regular 12 hour paediatric first aid sessions (Some courses staff members attend are blended 6 hours online 6 hours face to face) that covers:

- Children suffering from anaphylactic shock.
- Children who have had an electric shock.
- Children who have had burns or scalds.
- Children who have a suspected fracture.
- Supporting children with head, neck and back injuries.
- Children who may have been poisoned.
- Children who have a foreign body in their eyes, ears or nose.
- Eye injury.
- Stings and bites.
- Help for babies and children who are suffering from extremes of heat and cold.
- Children who are suffering from a diabetic emergency, an asthma attack, an allergic reaction or febrile convulsions.
- Understand the roles and responsibilities of the paediatric first aider.

Kyle also undergoes a 16 hour first aid course that relates to his forest school qualification

A large first aid box is always accessible and stored in the bathroom out of the reach of children. In the garden we have dedicated hooks in work areas where risky tools are used, the portable first aid kit is hung here to deal with any injury immediately. The portable first aid kit is also taken out on trips and outings.



The contents of both first aid boxes is monitored by the colleges Health and Safety Coordinator on a regular basis.

Some children may require an action/ medication plan – this is done in line with parents' wishes and fed by the advice of their care team. Nursery staff will also go through extra training if this is appropriate to make them able to cope with and understand better the condition of the child.

Staff at the nursery work as a close unit and are in constant communication with each other, if there is an area of first aid where staff are not confident then the manager will liaise with the "in house trainer" who will do top up sessions for staff. We want to have a team of staff who are confident to deal with first aid situations.

All accidents are recorded on individual sheets for parents to sign once they have understood what has happened and how staff have managed the injury. Once signed the accident form is put into their personal file and is stored there for the duration of their time at the nursery.

The accident form includes:

- Date
- Time
- Nature of injury
- Treatment or first aid given
- Any further action that needs to be taken.

In the unlikely event there is a significant accident/Injury where an ambulance the available staff will be split some to deal with the casualty and the others to be with the rest of the group in what could potentially be a distressing situation. 999 will be called and the lodge porters can direct paramedics to the nursery in what could potentially be a time critical situation. The 999 operator will be given the address:

St-Anne's college Nursery  
48 Woodstock road  
Oxford  
OX26HS

This postcode should take the ambulance directly to the car park at 48 Woodstock road which is the closest access point to the nursery.

If a child was to arrive at the nursery with an injury then staff will do everything in their power to help parents deal with the situation. When it is safe to do so parents will be asked to fill out an accident form which will be headed "home incident" explaining what has happened. Parents will be asked to sign confirming that this incident/accident has happened at home.

### Risk assessment

All risk assessments are review at least once a year. If incidents occur regularly in a certain area we will do that review sooner with a goal of making it as safe as possible. However, there is the chance that something may need to be removed.

We use a risk benefit assessment form where we identify the risk and then the learning goals. We then explain in the form how we will make the activity as safe as possible to reap the rewards from the learning goal.

### Check list

We have a check list for the garden that is ticked off on a daily basis to ensure we have a safe place to play in.

This includes:

- Making sure the fire gate is free of obstructions
- Checking for dangerous litter or plants
- Looking for broken toys
- Check the grass/garden for animal waste/droppings

## Fire evacuation procedure

Assessment by Kyle Biswell



At St Anne's Nursery we strive to do a fire evacuation drill / practice every month.

Every month a different member of staff will be allocated the job of deciding when the next practice will happen. It must be at least a week after the last one, but no longer than a month. Spreading the responsibility will make sure each member of staff including the manager are familiar with the procedure and will experience being taken by surprise, making the practice more real for everyone.

### What does a practice fire evacuation look like?

- The signal/alarm for the fire practice will be a single long blast from a mouth Whistle, each member of staff have their own whistle for hygiene reasons.
- The member of staff who blows the whistle will immediately sweep the nursery building looking for children in "hard to see places." Such as in the home corner, in the bathroom, or in the baby end. Children are encouraged to head through the door and into the garden where they can join the rest of the group.
- When staff are certain the nursery is empty the door leading into the garden will be closed to stop children getting back in.
- The same member of staff will then check all "hard to see places" of the nursery garden, while the other members of staff assemble at the garden gate. Any children who are unable or unwilling to walk will be scooped up and carried by staff.
- In a real fire situation Kyle Biswell will take on the responsibility as the only full time member of staff, so there is consistency.



- Staff and children will then move off walking in a group or line to the fire assembly point.
- We call this "the safe house." This will make it interesting and relevant to the children.
- It also helps give the children direction, making sure they walk directly there without wondering all over the lawn.
- Most of the group will be able to fit inside the shelter, children and staff who don't get to sit will take a place alongside the shelter.



- Near the "safe house" there is a pond.
- A member of staff will be asked to stand by the pond to stop the children approaching the water.
- A small group and a high staff: child ratio should make any dangers surrounding the pond easy to control.
- During a fire practice staff will not draw the children's attention to the pond.



- Children's and adult's names will be called and checked off against the nursery register. When all people are accounted for the group will head back to the nursery without delay.
- The lawn surrounding the "safe house" will never be used as a play space.
- When returning to the nursery a member of staff will stand at the same fire gate we went out of and count the children safely back into the garden.
- Fire practices will then be recorded in the fire log book along with any relevant notes.

If, for whatever reason, the fire alarm in the nursery goes off, in the times outside college fire alarm testing the building will be evacuated at once until the fire officer from the lodge arrives at the building to insure that there is no danger and turns the fire alarms off. The children and staff will then be invited to come back into the building.

## St Anne's College Site map



### KEY

- A - Seminar Rooms 1, 2, 3, 4 & 5
- B - Conference & Events Office
- C - Seminar Room 6
- D - Mary Ogilvie Lecture Theatre
- E - Lower & Upper Common Rooms
- F - Seminar Rooms 7, 8 & 9, & Tsuzuki Lecture Theatre
- G - Seminar Rooms 10 & 11
- H - STACS
- J - College Bar
- K - Accommodation Office & Domestic Bursar
- L - Wellfare Room
- M - WC
- N - Fire Assembly Point
- O - Recycling Point
- P - Smoking Area

## Policy on outings



The following procedures must be followed for all outings:

- Written permission is obtained from each parent/ carer before the outing
- The completed register of the children's names and parents contact details must be taken on the outing.
- Two mobile phones with an adequate charge must be taken on the outing in case staff are separated in an emergency.
- The first aid bag must be taken along with any additional prescribed medication needed for individual children.
- The children will be dressed in appropriate weather gear.
- The nursery must be informed immediately of any accident or injury that happens.
- Staffing ratios **must be respected** for safety reasons the ratio will be increased 1 staff member: 3 children for under 2's. 1 member of staff: 4 children for 3-5 year olds.
- When moving along beside the road Staff should walk next to the path with the children on their left hand side.
- Staff will identify toilet facilities in advance of the outing and take nappies and wipes for those children who need them.
- The children will be counted at regular intervals during the time away from the nursery the children will be ticked off against the register
- If we are away from the setting for a fairly long period of time then we will take water bottles and a carbohydrate heavy snack to maintain energy levels.
- Spare clothing should be taken in a bag just in case any clothing is soiled.

## Buses

Buses will be caught from the bus stop outside the wicket gate which leads onto Banbury road.

Usually we ride the bus only a few stops north towards Summertown. This is to visit the library or our friends at the residential home. It may be necessary for staff to stand while the children are seated safely. Staff are alert that if the bus stops suddenly children may be thrown forwards or sideways. Push chairs should be secured away from the children so if there is an incident a child is not thrown into the pushchair.

Children are counted on and off of the bus. The driver is asked for his patience while we make sure the whole group is together.



- KEY
- A - Seminar Rooms 1, 2, 3, 4 & 5
  - B - Conference & Events Office
  - C - Seminar Room 6
  - D - Mary Ogilvie Lecture Theatre
  - E - Lower & Upper Common Rooms
  - F - Seminar Rooms 7, 8 & 9, & Suzuki Lecture Theatre
  - G - Seminar Rooms 10 & 11
  - H - STAGE
  - J - College Bar
  - K - Accommodation Office & Domestic Bunsen
  - L - Welfare Room
  - M - WC
  - N - Fire Assembly Point
  - O - Recycling Point
  - P - Smoking Area



## Complaints procedure



We always have a complaints book displayed in the nursery alongside the compliments book. This book is designed for minor grievances or issues with the running of the nursery. However, every entry into this book will be treated with the up most seriousness no matter how minor issue. If staff discover something written in here it can be read and acted upon as part of a self-evaluation exercise.

If a parent, carer, or someone else attached to the nursery wants/ feels that a complaint needs to be taken further they can ask for a complaint record form, if necessary supporting documents must be attached to this.

The nursery manager will always inform and pass on the form to John Banbrook (Domestic bursar and the nursery line manager) and the nursery fellow Richard Katz who will prompt an investigation.

If the complaint relates to the nursery manager the person who has the grievance will be able to send the complaint directly via email to the fellow or members of the committee:

Richard Katz (Nursery Fellow / Chair) [richard.katz@earth.ox.ac.uk](mailto:richard.katz@earth.ox.ac.uk)

John Banbrook (Nursery Line Manager) [john.banbrook@st-annes.ox.ac.uk](mailto:john.banbrook@st-annes.ox.ac.uk)

Julie Parkin-Morse (HR Manager and member of the committee) [hr@st-annes.ox.ac.uk](mailto:hr@st-annes.ox.ac.uk)

Incidents will be dealt with in the strictest confidence where appropriate. Documentation will include phrases such as child A or staff member B rather than using individual's actual names.

### Process for recording the investigation of complaints

- Investigations surrounding the Complaint should be recorded in chronological order.
- Steps taken to investigate the incident should be fully detailed
- Who was involved in investigating the complaint
- Any referral to outside agencies (including Ofsted) should be noted and the accompanying documentation included if possible.

### Actions and Outcomes

- Actions by nursery and the college identified and put into a clear action plan
- Actions taken by Ofsted need to be noted and their paperwork included in the report
- Any actions taken by external agencies if they have permission to do so will be included in the paperwork.
- We need to reflect, look at the outcome of the investigation and make effective and meaningful changes in recommended areas to our practice.
- An account of the findings of the investigation and the action plan will be published and shared with the nursery committee within 28 days from when the complaint was made.
- If it is deemed necessary the person leading the investigation will send a letter to the person making the complaint detailing the findings of the investigation in further detail.