

## **1.0 Safeguarding children policy**

At Step by Step Day Nursery, we acknowledge the duty of care to safeguard and promote the welfare of children and are committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice and Lewisham safeguarding children board requirements.

Every child's progress is monitored, and our aim is to create a high quality setting which is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

The Safeguarding Children policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background, all children:

- Have a positive and enjoyable experience at Step by Step Day Nursery, in a safe and child centred environment
- Are protected from abuse of any kind.

We always ensure that practitioners are aware of their roles and responsibilities in respect of safeguarding, identifying and responding to signs of abuse, neglect and other safeguarding concerns relating to children in their care.

### **Statement of principles**

- All safeguarding work is a child centred and coordinated approach: services offered will be based on a clear understanding of the needs and views of children.
- All practitioners who come into contact with children and families are alert to their needs and to any risks of harm that individual abusers, or potential abusers, may pose to children.
- Where grounds of concerns arise, all practitioners will act upon what they have seen or heard and share appropriate information in a timely way and discuss any concerns about an individual child with colleagues and with children's social care.
- All practitioners act in ways that are professional, discrete and sensitive and which are also supportive towards children who may be experiencing abuse.
- All practitioners are aware that they have a duty to report all child welfare or protection concerns to the designated person. Concerns of a Safeguarding nature will not be made public knowledge within the setting, but shared on a need to know basis.
- The designated person ensures that parents/carers are approached with respect and sensitivity at all times.

As part of our safeguarding policy, with regards to any concerns or incidents, Step by Step Day Nursery :

- Promote and prioritise the safety and wellbeing of children.

- Ensure appropriate action is taken in the event of incidents/concerns of abuse and provide support to the individual/s that raise or disclose the concern.
- Ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored.
- Ensure robust safeguarding arrangements and procedures are in operation.

Practitioners who are also intervene to challenge any behaviour they consider inappropriate. Action will be taken where we have any concerns of non-accident injury or abuse.

We have a legal duty to report to children's social care (by making a referral in all instances) any safeguarding, welfare or safety concerns that may arise about a

child's well being. Our first responsibility is towards the child, as laid down in '**What to do if you're worried a child is being abused' guidance**. Although we will aim to discuss any concerns with parents/carers in a sensitive manner, sometimes incidents may need to be reported without your consent.

The Settings safeguarding children policy is one part of the Settings policies on securing the safety and well-being of children. Other aspects of their welfare are covered by the following policies:

- Health & Safety
- Security of the premises
- Visitors
- Release of children
- Lost children
- Late and uncollected children
- Trips and outings

This Safeguarding children policy needs to be seen alongside these policies and other operational rules and procedures, as well as the Nursery's policies on equal Opportunities, whistle blowing, Inclusion, Confidentiality, complaints and allegation against staff.

The Criminal Records Bureau has vetted all practitioners at Step by Step Day Nursery. Practitioners have been made aware of the Settings policies, procedures and practice. They are expected to adhere to these at all times.

### **Roles and responsibilities of designated officer for safeguarding children**

The role of the Designated Officer for safeguarding is to take lead responsibility for managing child protection issues and cases. This involves providing advice and support to practitioners, making referrals to and liaising with, the local authority and working with other agencies. Information relating to individual child protection cases is confidential, although some information can be shared with relevant practitioners where necessary. This should be done on a 'need to know' basis.

The designated person for child protection in Step by Step Day Nursery is the Manager or Deputy. The named person responsible for child protection liaison and the elements to this role include:

- Recognising the signs of abuse and know when it is appropriate to make a referral to the relevant investigating agencies.
- Setting up and maintaining records relating to all child protection matters and storing them securely.
- Identifying a strategy for individual practitioners and team training and professional development to ensure understanding of safeguarding issues

- Providing support and advice to team members and promoting confidence in child protection matters.

### **Working with parents/carers**

We are committed to taking whatever actions necessary to protect children from coming to harm, this requires that we work in partnership with parents/carers, and that we share policies and procedures with new families when their children join the setting. As part of the partnership, we recognise that parents/carers have expert knowledge of their children, and we will encourage them to share this information during the settling in period, and throughout the child's time at the setting.

Realising the aspirations for children set out in ***Every Child Matters*** requires a number of things to work, and to work well. Practitioners must recognise the relationship between adults' needs for support and children's welfare and wellbeing. In approaching any concerns of abuse of children, it is important that the Setting begins from a strong foundation, where practitioners and management work collaboratively with parents/carers.

Assessments must identify the children's and parents' needs and plans must set out the ways in which those needs will be met. To achieve this, the Setting will:

- Use a key person system as a primary means of contact between home and the setting.
- Encourage parents/carers to share their knowledge of their children.
- Allow time for parents/carers to talk about their child's learning
- Have regular information sharing meetings and discussions with parents/carers.
- Give parents/carers access to their child's developmental records and curriculum plans.
- Encourage parents/carers to carry out activities at home that link with activities in the Nursery.

The Step by Step Day Nursery Management team will inform parents/carers of their safeguarding duties as soon as a parent/carer applies for a place within the setting, when a child takes up a place, and then at frequent intervals during the time that the child attends the setting.

A copy of the Safeguarding policy is included in the parents/carers pack that is given to them when their child starts to attend the setting. We also encourage parents/carers to talk about any concern they may have for either their own child or other children. We also request parents' assistance in reviewing day-to-day practice within the setting.

When we have concerns for Safeguarding, welfare and safety our aim is to provide support and advice to parents/carers, whether or not a referral is made to children's social care or to other services. Whenever possible parents/carers will be contacted before referral is made, to discuss the nature of the concern.

However, if there is an immediate concern about the child's welfare and safety, or if there is a possibility that the police may need to be involved in an investigation, then we may need to contact children's social care first.

Concerns of a safeguarding nature will not be made public knowledge within the setting (for example with other parents/carers or with practitioners not directly involved in looking after the child). They will however need to be shared with other professional services.

The Nursery will always depend upon parents/carers to give their support to safeguarding policies and practise.

### **Working with children**

If children are confident, assertive and self aware, and are respected and valued by those around them, they are less likely to be vulnerable to abuse. As part of children's learning, the Settings curriculum will therefore ensure that:

- Children's independence is promoted and encouraged.
- Children learn to respect, tolerate and co-operate with each other and see practitioners as good role models.
- Children learn that their body belongs to them and not to anyone else and that if anyone tries to touch them in any way which confuses or frightens them, they should say **NO** if possible and **TELL**.
- Children always feel that practitioners are available to them with whom they can talk and share any concerns or fears they have.
- Children understand boundaries and that these boundaries are fair and consistently applied.

## **Recognising signs of possible abuse**

- **Unexplained Marks On A Child** - such as bruises pinch or grasp marks, scalds or burns, cuts or abrasions, especially if these are recurrent or occur alongside other symptoms.
- **Changes In A Child's Behaviour** - such as these can take the form of aggression towards practitioners or children, fear of physical contact, withdrawal neurotic (e.g. rocking, self-mutilation.), depression, and regression to younger patterns of behaviour.
- **Deterioration In Their General Well-Being** - such as poor personal hygiene or the condition of clothing, untreated medical problems, constant hunger or tiredness, destructive tendencies, an continues ill health.
- **Preoccupation With Sexual Matters** – such as sexual knowledge or an interest in sexual activities or sexual organs that is inappropriate to the child's age, making drawings that are sexually explicit, anxiety over clothing being removed, discomfort, pain or itching in the genital area.

Most signs and symptoms of this kind will have some explanations that do not involve abuse; only a very small number will have been caused by deliberate harm to the child. Practitioners must understand that their first safeguarding role is to be alert and attentive to possible signs of abuse and to record any concerns. It is **NOT** to investigate, **NOT** to accuse and **NOT** to judge.

Practitioners will only be alert to these unusual symptoms or behaviours, if they have knowledge of the child's usual patterns of behaviour and guided range of development. Practitioners must obtain this knowledge through their learning and their experience of working with a range of children of different age groups.

## **All practitioners have a duty of response**

It is possible, but unlikely that a practitioner may witness abuse directed at one of the children within the setting. If this were to happen, they should:

1. Intervene, provided that they are not putting themselves at undue risk by doing so.
2. Ensure the safety of the child.
3. Write a detailed, dated, timed and signed account of the incident and request for any other witness to do the same.
4. Report the incident to the Safeguarding Children Officer/Manager.

It is more likely, (though still unusual) that a practitioner may observe, whilst working with the child, some signs and/or symptoms that abuse has taken place outside of the Setting.

## **Staff may also need to respond to:**

- Things that a child or parent/carer might say.
- Information received from another party.

## **Steps taken when a safeguarding concern arises:**

Having identified a concern for the child through any of the sources listed above, it will be necessary to assess the level of seriousness of the concerns, the strengths of evidence and the most appropriate course of action. Such consultations should be made with the Safeguarding Officer /Deputy.

Factual detail of the concern for the child (and/or their siblings, and/or their parents/carers) should be recorded as soon as possible after the observation has been made. These written records should be signed and dated and passed on to the safeguarding officer for storing securely. They will be then become responsible for deciding on further action and/or involving other agencies.

### **Safeguarding training for staff**

At Step by Step Day Nursery we ensure that practitioners within the setting receive relevant and regular training in safeguarding children and are familiar with their safeguarding responsibilities including the procedure to be followed should an allegation be made against a practitioner.

Practitioners should update their safeguarding training every other year. All new members of the team (including learners, volunteers and support practitioners) are informed of their responsibilities during the induction process.

We also ensure that the nominated person's knowledge is regularly updated; development of safeguarding children practice is considered from the whole setting's perspective and included in the setting's annual training plan.

### **Safeguarding children training should specifically include:**

- The procedures followed where an allegation is made regarding a work colleague.
- The setting's policy on staff capacity to care.
- Reference to the Setting's policy, to be applied where a staff member believes a child or children are being harmed, or are at risk of harm, by a work colleague.

### **The key safeguarding responsibilities for all staff are:**

- To be alert to possible signs of abuse or neglect to a child, or to a parent/carer, or a practitioner.
- To have sound knowledge of safeguarding procedures, and to adhere to them when a concern arises.
- To report any concerns of a safeguarding nature to the Safeguarding Officer/Manager.
- To maintain clear, accurate, signed and dated records of any safeguarding or welfare concerns and to keep these safe and confidential.
- To establish and maintain professional relationships with children and their families.

- To provide appropriate activities for children to help them to gain understanding of what and who might be harmful or dangerous to them and an awareness of their rights to protection.
- To provide advice to parents/carers in developing their capacity to meet their children's needs, or assistance in making use of support services in the area.
- To inform parents/carers of the Settings safeguarding responsibilities particularly when a child starts the setting and at the time any safeguarding referral is made.
- To adopt safe work practices within the setting that promote high standards in child care and reflect a pre-active attitude towards avoiding allegations against practitioners.

### **Lead Person for Safeguarding Children and Their Families**

**Step by Step Day Nursery's Lead Person for Safeguarding Children Is:**

**Nicola Richardson or Theresa Cooper.**

In their absence, any concern will be dealt with by the deputy manager **Kealey Palmer**

### **All members of staff who work for Step by Step Day Nursery must avoid the following:**

- Inappropriate or unwanted physical contact between children and practitioner.
- Meeting children and/or parents/carers outside of contracted work hours i.e. in a social capacity.
- Forming exclusive relationships with children and/or their parents/carers.
- Taking children to their homes, except in cases where this part of a formal arrangement (registered childminder).
- Working within a secluded environment.
- Giving their personnel phone number to parents - all communication must be done through the Setting.
- Transporting any children to and from the Setting.
- Babysitting for any child who attends the Setting.
- Attending any parents' events i.e. birthday parties, christening, outings...etc

## **Safeguarding procedures**

**Where specific concerns of child welfare or child protection issue arise, the following procedure should be followed:**

- Listen to the child and/or parent/carer (or the information, reassure but without quizzing them, ask open ended questions i.e. How did that happen?)
- **DO NOT** physically examines the child.
- Record what has been said, noticed or witnessed.
- Share this information with the designated person (Manager/Deputy) with minimal delay.
- Confidentiality must be maintained- speak only to those who need to know.
- Do not talk with the parents/carers or the alleged abuser if concerns are of a sexual abuse nature or if talking with the parents/carer could potentially place the child at further risk.
- Inform the Manager/Deputy immediately, who will complete a CAF form, then contact Lewisham children's social Care access team on **0208 314 7777** to make a referral as necessary and appropriate, and follow instruction and guidance.

**The designated person should take care to ensure that:**

- There is no suggestion of collusion between staff and parents/carers surrounding the explanation of harm to a child.
- Clear harm to the child is not explained away as a parent's style of parenting or in terms of a culture practice.
- Individual or institutional stereo types or prejudicial attitudes are not being applied.
- If there is urgent need for first aid, or medical treatment, this is must take priority over the procedures for reporting child protection concerns
- As soon as the emergency has been managed, a referral under the child protection procedures should be made.
- In all cases, child protection procedure for the setting must be followed when making a referral.
- OFSTED to be contacted as soon as possible (within a maximum period of 14 days).

## **Safeguarding disabled children policy**

At Step by Step Day Nursery we believe that safeguarding children with additional needs is essentially the same as for other children. Particular attention will be paid to promoting a high level of awareness of the risks of harm and high standards of practice, and strengthening the capacity of children and families to help themselves.

Where children with additional needs have communication or learning disabilities at Step by Step Day Nursery, special attention will be paid to communication needs, and to ascertain the child's perception of events, and his or her wishes and feelings.

Children with additional needs are at an increased risk of significant harm, as defined by section 31 of the Children Act 1989 and amended by the Adoption and Children Act 2002. Research suggests



that children with a disability may be generally more vulnerable to significant harm through physical, sexual, emotional abuse and / or neglect than children who do not have a disability.

Where there are concerns about the welfare of children with additional needs the same procedures must be followed upon in the same way as with any other children. Step by Step Day Nursery safeguarding officer and the social worker where the children with additional needs are registered and receiving support are to work together to ensure that children with additional needs receive the same levels of protection from harm as other children. The process for Managing Individual Cases in this section applies to all those who may experience harm.

At Step by Step Day Nursery we ensure that, all practitioners are made aware that looking after disabled children is not only because they are more vulnerable particularly susceptible to possible abuse, but because of their additional dependency on practitioners for their day to day care needs where they can be subject to abuse such as:

- Force feeding;
- Unjustified or excessive physical restraint;
- Rough handling;
- Extreme behaviour modification, including the deprivation of liquid medication, food or clothing;
- Invasive procedures against the child's will;
- Deliberate failure to follow medically recommended regimes;
- Misapplication of programmes or regimes;
- Undignified age or culturally inappropriate intimate care practices.

At Step by Step Day Nursery all practitioners and newly employed practitioners are trained in working with children with additional needs and are always monitored and Supervised to ensure that disabled children are receiving the best possible care at all times while they are in the setting.

### **Equal opportunities policy**

At Step by Step Day Nursery, we positively value and respect children and it is our aim to demonstrate this, through everything that we do. We take all reasonable steps to promote and practice equal opportunities, regardless of race, religion, culture, colour and linguistic ability. Children of both sexes are positively encouraged by staff to participate in all activities.

At Step by Step Day Nursery we recognise our responsibilities under the Race Relations Act, The Sex Discriminations Act and the Disability Discrimination Act to eliminate discrimination and to promote good relations between children, staff, parents and the local community. The promotion of equal opportunities is the responsibility of the whole Nursery and must be reflected throughout the organisation of the Nursery is addressed in the curriculum and in areas beyond the curriculum.

The Nursery considers it important to provide children with an environment and range of experiences that will instil in them a positive outlook towards people in our society whom they may see as different from themselves.

### **We do this through:**

- Toys and equipment chosen with differing needs of children in mind
- Celebrating cultural differences
- Celebrating difference within ourselves and supporting each other to recognise differences
- Ensuring equal access to all activities for all children
- Monitoring procedures and practices in order to ensure inclusion of all children, parents and carers
- Using assessment procedures to monitor individual children's achievements

## **Aims and objectives**

**Through the implementation of the equal opportunities policy we aim to:**

- create an environment in which each individual feels valued, irrespective of ethnic origin, language, gender, ability or age;
- ensure equal access to all areas of the curriculum for all the children in our care;
- promote the belief that all can and should achieve to their highest potential in all areas of the taught and “hidden” curriculum;
- provide materials to promote learning that are appropriate and reflect diversity

## **General principles**

Statements of Equal Opportunities will appear in all relevant Nursery

Documentation and equality of opportunity will be included in all Nursery policies. We shall strive to provide training on equal opportunities issues for all staff.

All parents and guardians, regardless of ethnic background, disability, gender or socioeconomic background are welcome and will be encouraged to participate as fully as possible in the life of the Nursery and the Club.

We encourage the participation of all parents and guardians and have a commitment to keeping them as widely informed as possible about the Nursery and the Club. All members of the Nursery/Club have a right not to experience behaviour, which ignores or offends anyone on the grounds of race, nationality, gender, sexual preference, ability, social background or age. We shall foster a positive atmosphere of mutual respect and trust among children and staff. We aim to create an environment in which all children, their families and staff feel safe and unthreatened.

Staff and other adults in the Nursery should be seen to behave in a manner, which demonstrates mutual respect for one another. All are aware of the Nursery/Club policy on behaviour and should provide a good role model. Adults should take every opportunity to encourage children to behave appropriately and to deal with incidents positively. All staff share the responsibility of ensuring that play encourage positive co-operative behaviour amongst children. We encourage children to develop self-esteem, confidence and motivation in all areas of their lives, including their own learning, progress and development. Staff will seek to recognise and respond to individuals needs.

We shall be sensitive to and provide for cultural and religious requirements as a matter of course, e.g. dress, diet, events, etc. This information will be requested from Parent's when their child first starts attending either the Nursery or the Club.

## **Principles relating to the curriculum**

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. The Nursery Manager will ensure that both girls and boys have full access to all kinds of activities and equipment and are equally encouraged to enjoy and learn from them.

Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others. Our aim is to show respectful awareness of all major events in the lives of the children and families within the Nursery and the Club, and in our society as a whole, and welcome them diversity of backgrounds from which they come. In order to achieve this:

We aim to acknowledge all the festivals, which are celebrated by the families in the Nursery and the Club. Children will be made aware of the festivals, which are being celebrated by their own families, and where appropriate will be introduced to the stories behind the festivals.

Before introducing a festival with which staff are not themselves familiar, appropriate advice will be sought from parents and other people who are familiar with that festival. Children will become familiar with and enjoy taking part in a range of festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

### **Principles relating to the personnel**

The Nursery/Club will seek to implement equal opportunities in the recruitment, support and development of all staff. The Nursery Director will seek to ensure that its recruitment policy is fair and equal and does not discriminate on grounds of race, language, sex, disability, social behaviour, age or sexual orientation.

### **Monitoring and evaluation**

It is the responsibility of all staff to monitor the success of the equal opportunities policy by ensuring that the equal opportunities issues raised within it are followed and supported. Where monitoring identifies a matter of concern, appropriate action will be taken at senior management level to address the situation, after seeking appropriate consultation and advice.

- Displays will show and reflect a positive image towards the world in which we live.
- Books will be chosen to meet all the children's ages and abilities and to reflect the differing life styles present in our society.
- Home corner will be changed regularly to show different culture, races and the world around us.
- Children may need to be encouraged to be non-sexist in their choice of activities. Racist attitudes or remarks will be challenged and discussed.
- Support and encouragement will be given to parents to complete developmental checks and health related appointments for their children.
- Children developing language skills or who have a learning difficulty or disability, which affects speech will be supported and encouraged.

At Step by Step Day Nursery we recognise that discrimination is unacceptable and, for that reason, we have made the decision to adopt formal equal opportunities policy. Breaches of the policy will lead to disciplinary proceedings and, if appropriate, disciplinary action.

The aim of the policy is to ensure no job applicant, employee or worker is discriminated against either directly or indirectly on the grounds of race, colour, ethnic or national origin, religious belief, sex, marital status, sexual orientation, gender reassignment, age or disability. We will ensure that the policy is circulated to any agency responsible for our recruitment and a copy of the policy will be made available for all employees and made known to all applicants for employment.

The policy will be communicated to all private contractors reminding them of their responsibilities towards the equality of opportunity.

The policy will be implemented in accordance with the appropriate statutory requirements and full account will be taken of all available guidance and in particular any relevant Codes of Practice. We will maintain a neutral working environment in which no employee or worker feels under threat or intimidated.

## **Children with additional needs policy**

We welcome any child with any disability or with Additional Educational Need to whom will be given priority when appropriate vacancies arise in the Nursery. If the child has a physical disability the Nursery will be in contact with the local council to obtain advice about any arrangements or facilities that need to be added to the Nursery's building to help the child to be mobile smoothly and make his/her experience in the Nursery as cheerful and comfortable as possible.

### **What are additional educational needs?**

A child is considered to have Additional Educational Needs (**AEN**) if they have significant learning difficulties in comparison to their peers. This means they need extra special attention, or if a child has a disability that hinders or prevents the child from using educational facilities generally provided for the same age range.

The Step by Step Day Nursery policy in relation to children who experience difficulties in learning or in adapting to the physical, social or behavioural demands of the Nursery environment is described below:

Step by Step Day Nursery recognises the right of each individual child, including those with Additional Needs, to an appropriate quality under 5's experience, which combines care and learning through play.

The Nursery is sensitive to the needs and feelings of children with additional needs and their families and will ensure individual needs are recognised and addressed. Parents/carers will be involved at every stage and in any plans that are made to meet a child's individual needs.

Equality of opportunity for all children is essential and it is important that children with additional needs have the opportunity of learning alongside their peers. For this reason, the additional educational needs of children will normally be met in the mainstream setting.

### **If A Child Has Additional Needs Of Any Kind, We Will Discuss:**

- How the child and parent can be supported.
- How Nursery staff can be supported.
- What advice and practical help we can get from outside agencies.
- What adaptations need to be made.
  
- What behavioural or educational plan needs to be devised, with outside agency help, tailored to each individual child.

The Nursery has a **SENCO** who is available for consultation and advice. Parents are requested to contact the Nursery Manager directly for further details.

### **Step by Step Day Nursery Will Ensure:**

- That the child with additional needs will have an equal opportunity and will be free from any discrimination on the grounds of disability.
- Access to suitable individual programmes, and small group work, according to the child individual needs, through individual educational plan (**IEP**).
- That a regular observation will be noted on the progress of the child by a qualified and experienced key worker to make sure that every child is valued and is able to value his or her strengths.

- The child is included into the life of the Nursery and develops communication with other children through sign, gesture, or pictures if the child is yet to develop speech.
- That the child leaves the Nursery fully prepared for school life.

**Step by Step Day Nursery is respectful of the areas of SEN listed in the revised codes of practice:**

- Communication and interaction.
- Cognition and learning.
- Behavioural, emotional, and social development.
- Sensory or / and physical.

We also follow the graduated response through the early years action and action plus.

**Step by Step Day Nursery Believes In Inclusion. This Involves The Following:**

- All children with additional needs have their needs met.
- A child's additional need is identified early.
- We promote good and best practice.
- We work in partnership with parents.
- We review intervention regularly through **IEP** review.
- We adopt a multi disciplinary approach.

Children with additional needs should be offered full access to broad, balanced and relevant learning.

**Step by Step Day Nursery's SENCO Takes Responsibility To:**

- Liaise with parents and professionals.
- Advice and support other practitioners to identify, understand and meet the additional needs children may have.
- Ensure children with additional needs are on the correct stage of help and support.
- Support staff in writing and reviewing **IEPs**.
- Complete **CAF** form.

Ensuring relevant background information about individual children with additional needs is collected, recorded and updated.

**Working with parents of children with additional needs**

Our parents and carers have given us the privilege of working with their children to ensure they develop to their fullest potential within our setting. We value the opportunity to work together with parents, sharing information.

This is done through one-to-one conversations with them on a daily basis regarding their child's day at the Nursery and how they were throughout the day. This will help us to work more closely and effectively in ensuring the child's best interests are at hand.

Each family comes to us with their own views and expectations; we will endeavour to facilitate all, as long as it is not against the Nursery's policies and procedures

If we have any concerns about your child after admission, documentations will be made by the key person and discussed with the parent/carer. If there is a need to  
Take it a step further; we will work with a team, the parent/carer, key person, **SENCO** and any other professionals who need to be included.

We do not 'label' children as having additional needs but we do write observations on all our children to take note of any changes we may notice.

There are documents which help us to plan effectively for children with additional needs; we will complete **IEPs** to ensure the child's fullest potential is reached whilst using the documents provided to plan for their needs.

In planning for children with additional needs, we endeavour to show differentiation through our planning; this is where we ensure all aspects of the child's life are taken into consideration. This is to increase the work we need to make it a little more manageable for the child but no less stimulating.

At Step by Step Day Nursery we do reviews of the children's progress every six weeks as a standard procedure. However, we do have reviews through our **IEPs** with the **SENCO**, Key Person and the parents.

We also are available to parents to discuss their child's progress, we ask parents to arrange this time in advance to ensure that the member of staff is available.

Staff are sent on regular training to upgrade their knowledge and understanding of how to provide the best care for the children in our setting.

We have established links with organizations with our area to ensure we can access information when it is needed. It is a legal requirement on the Nursery to hold information about the children using the Nursery and staff members.

Basic Information is used for registers, invoices and for emergency contacts, however all records will be stored in a locked cabinet.

The staff through their close relationship with both the children and their parents may learn more about the families using the Nursery. All staff are aware that this information is confidential and only for use within the Nursery setting.

If any of this information is requested for whatever reason, the parents' permission will be sought. If, however, a child is considered at risk, our Child Protection policy will override confidentiality.

In the event the Nursery may need to contact professionals outside the Nursery, the parents consent is needed to ensure the additional support which is needed will be at hand as soon as possible.

### **Additional educational needs procedures**

In the event of noticing that a child has any kind of disability, the following procedures will be followed:

- The child's key person will start to make factual observations of the child and take notes. Written observations must be non-judgmental.
- The child's key person will share their concerns with staff members working in the room, and the room leader.

- All staff members in the room to observe the child as it is essential to seek different views in observing him/her
- The key person to speak to the child's parents, taking into consideration the following:
  - Remaining sensitive and tactful whilst discussing the concerns.
  - Acquiring information on how the child behaves at home.
  - Establishing whether the parents already have any concerns.
- A **CAF** form is required to be completed in order to put the child on the local authority's register.
- An appointment to be made for the parent to meet the SENCO/child's room leader to complete the **CAF** form.
- The **SENCO** to ensure that the **CAF** form is completed correctly and send it to the address shown at the back of the **CAF** form.
- Wait for the local Authority to contact the Nursery when the child is on the register and to follow their instructions and recommendations.
- Meanwhile, parent to give the Nursery consent to start submitting **IEP** for the child.
- **IEP** will be reviewed every six weeks by the **SENCO**, child's key person and the parent/s.
- A contact book to be completed on a daily basis to inform the parents about the child's day and if there was any progress or concern and for parents to also give feedback from home.
- Further communication to take place with outside agencies in terms of exchanging information regarding the child progress.
- If parents refused for a **CAF** form to be submitted, then they will be given the option of helping the child internally by submitting an **IEP** only for the child.
- Parents must sign the **IEP**
- Ensuring confidentiality is maintained at all times.
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## COMMON ASSESSMENT FRAMEWORK POLICY (CAF)

Step by Step Day Nursery has procedures in place to implement the CAF.

### What Is The CAF Form?

The Common Assessment Framework (CAF) is a central part of the Government's plan to ensure various agencies work together to support children and young people and also to help them to:

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

The Common Assessment Framework (CAF) is a key part of delivering frontline services that are integrated, and are focused around the needs of children and young people. The CAF is a standardised approach to conducting assessments of children's additional needs and deciding how these should be met.

The CAF promotes more effective, earlier identification of additional needs, particularly in universal services. It aims to provide a simple process for a holistic assessment of children's needs and strengths;

By taking into account the roles of parents, carers and environmental factors on their development, practitioners are then better placed to agree with children and families about appropriate modes of Support. The CAF also aims to improve integrated working by promoting coordinated service provisions

### CAF procedures

The CAF is a four-step process whereby practitioners can identify a child's or young person's needs early, assess those needs holistically, deliver coordinated services and review progress. The CAF is designed to be used when

- A practitioner is worried about how well a child is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
- A child, or their parent/carer, raises a concern with a practitioner
- A child's or young person's needs are unclear, or broader than the practitioner's service can address.

The process is entirely voluntary and informed consent is mandatory, so families do not have to engage and if they do they can choose what information they want to share. Children and families should not feel stigmatised by the CAF; indeed they can ask for a CAF to be initiated.

The CAF process is not a 'referral' process but a 'request for services'. The **CAF** should be offered to children who have additional needs to those being met by universal services. Unless a child is presenting a need, it is unlikely the CAF will be offered. The practitioner assesses needs using the **CAF**. The **CAF** is not a risk assessment.



If a child reveals they are at risk, the Practitioner should follow the local safeguarding process immediately.

The purpose of the Internet and E-mail policy is to provide a framework to ensure that there is continuity of procedures in the usage of Internet and E-mail within the company.

This policy was adopted by	<u>Step by Step Day Nursery</u>	<i>(name of provider)</i>
On	<u>June 8<sup>th</sup> 2020</u>	<i>(date)</i>
Date to be reviewed	<u>June 2021</u>	<i>(date)</i>
Signed on behalf of the provider	<hr/>	
Name of signatory	<u>Theresa Cooper</u>	
Role of signatory (e.g. chair, director or owner)	<u>Manager</u>	