

Calthwaite Nursery (trading as First Class Kids)

Curriculum, Care and Learning Policies & Procedures: -

* Quality provision
* Equipment & Resources
* Settling In
* Transitions
* Outdoor Play
* Nappy Changing
* Use of Dummies
* Sleep
* Promoting Positive Behaviour
* Bereavement

Quality Provision Policy

At First Class Kids we are passionate about providing high quality care and education for all children. High quality care leads directly to better outcomes for our children and all staff are committed to providing children with the best possible start in life and enable them to reach their full potential.

As part of our quality practice, we ensure children receive the highest quality care and education by:

* Having high expectations for all children so they can achieve the best outcomes
* Building close attachments with children so they feel safe, secure, happy and can thrive
* Developing close relationships with families so together we can best support the child’s individual learning and development
* Implementing all of the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS)
* Ensuring that the EYFS learning and development requirements are embedded including providing a curriculum that is underpinned by the EYFS principles, educational programmes and seven areas of learning and development
* Reflecting on all areas of practice and striving towards the Ofsted grade descriptors for Outstanding quality indicators
* Ensuring all the EYFS assessment requirements are met including the planning, observation, assessment and next steps and that they are linked to each individual child’s needs and interests and are evaluated for effectiveness
* Having a highly qualified, skilled staff team that understand what is meant by high quality practice and how to deliver this, deploying staff appropriately to meet the individual needs of all children
* Creating and achieving the nurseries quality vision, mission and outcomes
* Consistently delivering high quality practice and teaching that makes a difference to children’s daily experiences
* Ensuring that the environment, resources and provision is of high quality both indoors and out; monitoring resources and equipment ensuring these are risk assessed, and fit for purpose
* Providing children with wonderful experiences and opportunities giving them the best start in life
* Valuing continuous professional development for all staff and accessing a variety of training and development to support the needs of the children in the nursery
* Appropriately assessing children’s learning and development and recognising where children may need support and acting on this quickly
* Evaluating the effectiveness of training and link to the outcomes for children
* Conducting regular supervision meetings with all team members to ensure all staff are supported to be the best they can be
* Engaging with families and carers and supporting the home learning environment

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Equipment and Resources

At First Class Kids we organise the premises and equipment to meet the needs of all the children. We provide a wide range of high quality equipment and resources to support the delivery of our early years curriculum. We take reasonable steps to ensure the safety of children and ensure they are not exposed to risks.

To ensure this occurs within the nursery, including in our outdoor areas, we provide:

* A sufficient quantity of equipment and resources for the number of children registered in the nursery
* High quality resources to meet children’s individual needs, interests and promote all areas of children's learning and development
* Involve the children in decision making about new resources and equipment, where possible
* Play equipment and resources which promote continuity and progression, provide sufficient challenges
* Sufficient storage so resources and equipment can be displayed for children to independently choose and/or stored away safely and then rotated
* Appropriate risk assessments and checks on all resources and equipment before first use to identify any potential risks and again regularly at the beginning and end of every session.

Cleaning and maintaining of all resources and equipment. We repair or replace any unsafe, worn out, dirty or damaged equipment whenever required

* An inventory of resources and equipment. This records the date on which each item was purchased and the price paid for it
* An evaluation of the effectiveness of the resources including the children’s opinions and interests
* Role models and discussions to ensure that all children respect the equipment and resources and encourage them to put them back where they belong after use. We will often use silhouettes or pictures to support the children to do this.

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Settling In

At First Class Kids our aim is to work in partnership with parents/carers to help them become familiar with the setting and offer a settled relationship for the child. We know children learn best when they are healthy, safe and secure, we build positive relationships with parents/carers to ensure we can meet children’s individual needs and help them settle quickly into nursery life.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling into the nursery.

Our settling in procedure includes:

* Allocating a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents/carers during the settling in period and throughout his/her time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process
* Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child’s needs are supported
* Providing parents/carers with relevant information about the policies and procedures of the nursery
* Working with parents/carers to gather information before the child starts on the child’s interests, likes and dislikes and their favourite things available at settling sessions, e.g. their favourite story or resource: as well as completing a baseline of the child’s current development to plan, and meet, the individual needs of the child from the first day
* Encouraging parents/carers and children to visit the nursery before an admission is planned.
* Planning tailored settling in visits and introductory sessions, following any necessary government advice
* Welcoming parents/carers to stay with their child, where possible and applicable during the first few weeks until the child feels settled and the parents/carers feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents/carers
* Encouraging parents/carers to send in family photos to display to help settle the child
* Reassuring parents/carers whose children seem to be take a little longer to settle in and developing a plan with them, for example shorter days, where possible
* Providing regular updates and photos of the children settling
* Encouraging parents/carers, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences
* Assigning a buddy/back-up key person to each child in case the key person is not available. Parents/carers are made aware of this to support the settling process and attachment
* Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child’s progress towards settling in
* Not taking a child on an outing from the nursery until he/she is completely settled.

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Transitions

At First Class Kids we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are:

* Starting nursery
* Moving between different rooms within the nursery
* Starting school or moving nurseries
* Family breakdowns
* New siblings
* Moving home
* Death of a family member or close friend
* Death of a family pet.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents/carers inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child’s behaviour.

Starting nursery

We recognise that starting nursery may be difficult for some children and their families. We have a settling in policy to support the child and their family.

Moving rooms procedure

When a child is ready to move to a different room in the nursery, we follow the process set out below and work with the parents/carers to ensure this is a seamless process in which the child is fully supported at all stages. This may include a handover meeting between the existing key person, new key person and parents/carers and:

* Basing on the individual needs of the child and when they are ready to move based on age/stage of development
* Enabling the child to spend short sessions in their new room prior to the permanent move to so they feel comfortable in their new surroundings with their key person initially, so they have a familiar person present at all times
* Wherever possible transitioning groups of friends together to enable these friendships to be kept intact and support the children with the peers they know
* Keeping parents informed of all visits and the outcomes of these sessions e.g. through photographs, discussions or diary entries
* Only transitioning the child when they feel settled and ready to move. If a child requires more support this will be discussed between the key person, parent/carer, manager and room leader of the new room to agree how and when this will happen. This may include moving their key person with them on a temporary basis.

Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious about the move. We will do all we can to facilitate a smooth transition and minimise any potential stresses. This following process relates to children going to school. However, wherever possible, we will adapt this process to support children moving to another childcare provider e.g. childminder or another nursery.

* We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend and of the teachers. This helps the children to become familiar with this new concept and will aid the transition
* Build relationships with local schools where possible throughout the year and invite them to key events or we will attend key events, e.g. nativity, sports day
* We invite school representatives into the nursery, where possible or invite them to talk via online platforms such as Zoom so they have the opportunity to introduce themselves to the children
* Where possible we use other ways to support the transition to school, e.g. inviting previous children from the nursery who have moved on to school to come back and talk to the children about their school experiences
* Where possible we plan visits to the school with the key person. Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these
* We produce a comprehensive report on every child leaving the setting and with parental permission will share this with the school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning
* With parental permission around school allocation day, we may share details of the schools children are going to so parents can see which children may be going to the same school. This can offer some reassurance for the children to know that are moving with some familiar peers.

**Other early years providers**

Where children are attending other early years settings or are cared for by a childminder, we will work with them to share relevant information about children’s development. Where a child is brought to nursery or collected from nursery by a childminder, we will ensure that key information is being provided to the child’s parent by providing the information directly to the parent via email, video call or telephone.

Family breakdowns

We recognise that when parents/carers separate it can be a difficult situation for all concerned. We have a separated families’ policy that shows how the nursery will act in the best interest of the child.

Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents/carers will have advance notice of these changes and we ask parents/carers to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

Bereavement

We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement, which we follow to help us offer support to all concerned should this be required.

If parents/carers feel that their child requires additional support because of any changes/transitions in their life, we ask that you speak to the nursery manager and the key person to enable this effective support to be put into place.

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Outdoor Play

At First Class Kids we recognise the importance of daily outdoor play and physical development and are committed to ensure all children have daily access regardless of their age and stage of development. Where possible this includes the children having free access to the outdoors allowing them the freedom to play indoors or out. We provide an inclusive outdoor play environment with areas for non-mobile children to freely explore. We make reasonable adjustments where required, in line with the Equality Act 2010. We go out to play with all children in all weathers (unless it is deemed unsafe).

We understand the vital role that learning outdoors has on children’s learning and development as well as the importance of regular access to outdoor play in order to keep fit and healthy, develop children’s large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively. We also refer to The Chief Medical Office guidance on physical activity. [[1]](#footnote-1)

The outdoor areas, both within the nursery grounds and in the local community have a wealth of experiences and resources, which help children to learn and develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We take reasonable steps to ensure the safety of children through risk assessments whilst balancing the benefits to learning through providing an element of ‘risky play’. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We ensure outdoor play is adequately supervised and we have robust safety checks in place, including regular head counts.

We obtain parental permission before any child leaves the nursery during the day. This includes short outings into the local community. There is more information in the outings policy.

We plan all outdoor play opportunities and outings to complement the early years curriculum, this includes providing children with purposeful activities and quality resources that support and follow their individual interests and the seven areas of learning and development. We plan both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours. Where possible and in line with the children’s needs we will also often have snacks and meals outdoors and some children will sleep outdoors (see sleep policy).

Where activities take place away from the setting (e.g. in the local wood) then the senior practitioner will take a mobile phone and first aid kit will be taken to ensure the safety of children at all times. A trained paediatric first aider will be present when away from the main setting.

We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside:

* Health and Safety
* Sun Care
* Caring for Babies and Toddlers
* Lost Child Policy
* Parents and Carers as Partners
* Supervision of Children
* Safeguarding and Child Protection
* Outings.

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Nappy Changing

At First Class Kids we support children’s care and welfare on a daily basis in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. Wherever possible, each child’s key person will change nappies according to the child’s individual needs and requirements.

Our procedure meets best **practice identified by the Health** Protection Agency (2011) in ‘Best practice advice for nurseries and childcare settings’.

We enable a two-way exchange between parents/carers and key persons so that information is shared about nappy changing and toilet training in a way that suits the parents/carers and meets the child’s needs.

When developmentally appropriate, we work closely with parents/carers to sensitively support toilet training in a way that suits the individual needs of the child and ensures consistency between home and nursery.

We have appropriate designated facilities for nappy changing which meet the following criteria:

* Facilities are separate to food preparation, serving areas and children’s play areas
* Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded.
* Clean nappies are stored in a clean dry place; soiled nappies are placed in ***a*** nappy sackbefore being placed in the bin. Bins are foot-pedal operated, regularly emptied and always at the end of the day and placed in an appropriate waste collection area
* We provide any non-prescribed creams e.g. Sudocream. Prior written permission is obtained from the parent/carer. When applying creams for rashes, a gloved hand is used.

Staff changing nappies will:

* Use a new pair of gloves for each nappy change and always wash hands before and after using gloves
* Clean disinfect and dry mats thoroughly after each nappy change; disposable towels/roll are discarded after each nappy change
* Ensure they have all the equipment they need before each nappy change
* Keep nappy bags and gloves out of reach of babies and children.

Reusable Nappies

The procedures above are followed where children wear reuseable nappies, in addition we:

* Ask the parents/cares for a demonstration for fitting the nappy correctly
* Dispose of any soiling by flushing straight down the toilet
* Dispose of the reusable nappies liner, and place in a nappy bag (and disposed of as per disposable nappies in a nappy bin)
* Store the used nappies in a sealable wet bag (including a waterproof interior and sealed prevents any smells escaping) away from children
* Provide the parents/carers with the wet bag at the end of the day to clean the used nappies.

We wish to ensure the safety and welfare of the children whilst being changed and safeguard against any potential harm, as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

* Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents/carers understand how this works and who is caring for their child
* Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g. through singing and saying rhymes during the change
* Ensuring that the nappy changing area is inviting and stimulating and change this area regularly to continue to meet children’s interests
* Ensuring all staff undertaking nappy changing have suitable enhanced DBS checks
* Training all staff in the appropriate methods for nappy changing
* Ensuring that no child is ever left unattended during the nappy changing time
* Making sure staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted; and that students only change nappies with the support and close supervision of a qualified member of staff
* Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to nappy changing
* Ensuring hygiene procedures are followed appropriately, e.g. hands washed before and after nappies are changed and changing mats cleaned before and after each use
* Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
* Working closely with parents/carers on all aspects of the child’s care and education. This is essential for any intimate care routines which may require specialist training or support. If a child requires specific support, the nursery will arrange a meeting with the parent/carer to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
* Ensuring all staff have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the child protection policy
* Balancing the right for privacy for the children with the need for safeguarding children and adults by making sure intimate care routines do not take place behind closed doors
* Cameras, tablets and mobile phones are not permitted within toilet and intimate care areas
* Operating a whistleblowing policy to help staff raise any concerns relating to their peers or managers and helping staff develop confidence in raising concerns as they arise in order to safeguard the children in the nursery
* Conducting working practice observations of all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes all intimate care routines
* Conducting regular risk assessments of all aspects of nursery operations including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

If any parent/carer or member of staff has concerns or questions about nappy changing procedures or individual routines, please see the manager at the earliest opportunity.

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Use of Dummies in Nursery

At First Class Kids we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child’s sleep routine.

We also recognise that overuse of dummies may affect a child’s language development as it may restrict the mouth movements needed for speech. As babies get older, they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds, they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be.

Our nursery will:

* Discuss the use of dummies with parents/carers as part of babies’ individual care plans
* Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine
* Store dummies in individual hygienic dummy boxes labelled with the child’s name to prevent cross-contamination with other children
* Immediately clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child.
* Dummies will be disposed of if they become damaged and/or when they are required to be disposed of.

When discouraging the dummy staff will:

* Make each child aware of a designated place where the dummy is stored
* Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy
* Distract the child with other activities and ensure they are settled before leaving them to play
* Offer other methods of comfort such as a toy, teddy or blanket
* Explain to the child they can have their dummy when they go home or at sleep time.

We will also offer support and advice to parents/carers to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories (when appropriate).

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Sleep

At First Class Kidswe aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

The safety of babies sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of Sudden Infant Death. We make sure that:

* Babies are placed on their backs to sleep, if a baby has rolled onto their tummy, we turn them onto their back again unless they are able to roll from back to front and back again, on their own, in which case we enable them to find their own position
* Babies/toddlers are never put down to sleep with a bottle to self-feed
* Babies/toddlers are monitored visually when sleeping looking for the rise and fall of the chest and if the sleep position has changed
* Checks are recorded every 10 minutes and as good practice a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families. Babies six months or under in the same room as a member of staff at all time.
* Babies and children are constantly monitored through video and sound monitors and continuously checked by staff.

We provide a safe sleeping environment by:

* Monitoring the room temperature
* Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating
* Only using safety-approved cots or other suitable sleeping equipment (i.e. mats) that are compliant with British Standard regulations, and mattress covers are used in conjunction with a clean fitted sheet
* Children have a cot or flat bed as a sleeping option and no prams are used due to new Safer Sleep regulations
* Enable babies to sleep outdoors, where appropriate and with parent/carer permission
* Not using cot bumpers or cluttering cots with soft toys, although comforters may be given where required
* Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
* Ensuring every baby/toddler is provided with clean bedding labelled to them and working in partnership with parents/carers to meet any individual needs for example if a child prefers to sleep in a sleeping bag, we will ask parents/carers to bring one from home
* Cleaning all bedding as required and at least weekly
* Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest
* Having a no smoking policy.

We ask parents/carers to complete sheets on their child’s sleeping routine with the child’s key person when the child starts at nursery and these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e. babies sleeping on their tummies or in a sling. We will explain our policy to the parents/carers and not usually offer this unless the baby’s doctor has advised the parent/carer of a medical reason to do so in which case, we would ask them to sign to say they have requested we adopt a different position or pattern on the sleeping babies form.

We recognise parent/carer knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child’s individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.

Individual sleep routines are followed rather than one set sleep time for all children. We create an environment that helps to settle children that require a sleep for example dimming the lights, using soft music, where applicable whilst ensuring that we continue to meet the needs of the children that do not require a sleep and ensure they can continue to play, learn and develop. This may involve taking children outdoors or linking with other rooms/children.

Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children’s behaviour when they do not receive enough sleep.

Sleeping twins

We follow the advice from The Lullaby Trust regarding sleeping twins.

Further information can be found at: <http://www.lullabytrust.org.uk>

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Promoting Positive Behaviour

At this nursery we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance leading onto a path to self-regulation. The nursery actively promotes British Values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

We implement the early years curriculum supporting children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

To support positive behaviour in our setting, we aim to:

* Recognise the individuality of all our children
* Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times.
* Understand that certain behaviours are a normal part of some young children’s development e.g. biting. Where staff have concerns about repetitive behaviour we will monitor and observe this behaviour to ensure the correct support is given to the child.
* Encourage self-regulation, consideration for each other, our surroundings and property
* Encourage children to participate in a wide range of group activities to enable them to develop their social skills
* Ensure that all staff act as positive role models for children
* Encourage parents, carers and other visitors to be positive role models
* Work in partnership with parents/carers by communicating openly
* Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
* Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
* Provide a key person system enabling staff to build a strong and positive relationship with children and their families
* Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
* Supporting and developing children’s understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them

Every member of staff will be responsiblefor promoting and supporting behaviour. It is their role to:

* Advise and support other staff on any behaviour concerns
* Liaise with the setting’s Special Educational Needs Co-ordinator (SENCO) where a child requires further support, or there are concerns about the impact of the behaviour on a child’s education and care
* Along with each room leader will keep up to date with legislation and research relating to promoting positive behaviour
* Support changes to policies and procedures in the nursery

Children who are displaying distressed/challenging behaviour, for example, by physically harming another child or adult e.g. biting, or through verbal bullying, are helped to talk through their feelings and actions through co-regulation before thinking about the situation and apologise where appropriate. We make sure that the child who has been upset is comforted. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child’s behaviour if necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable.

All records of incidents within nursery are recorded on Famly where parents/carers are required to acknowledge.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child’s feelings and to help them understand how others might be feeling.

By positively promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peaceably. These will provide them with a secure platform for school and later life.

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Bereavement

At First Class Kids we recognise that children and their families may experience grief and the loss of close family members or friends or their family pets whilst with us in the nursery. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their family is upset and why this person or pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

* We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves.
* The key person and/or the manager will talk with the family to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation.
* The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements, so the child is fully supported by the most appropriate member of staff on duty, where possible the child’s key person
* We will be as flexible as possible to adapt the sessions the child and family may need during this time.

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.

We also recognise that there may also be rare occasions when the nursery team is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

**The Samaritans:** [www.samaritans.org](http://www.samaritans.org) 116 123

**Priory:** [www.priorygroup.com](https://www.priorygroup.com/) 0800 691 1481

**Child Bereavement UK:** [www.childbereavementuk.org](http://www.childbereavementuk.org) 01494 568 900

**Cruse Bereavement Care:** <https://www.cruse.org.uk> 0808 808 1677

**British Association of Counselling:** [www.bacp.co.uk](http://www.bacp.co.uk)

**SANDS:** [www.sands.org.uk](http://www.uk-sands.org)

**Death of a Child**

If an employee has a death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, all employees will be entitled to two weeks paid leave; subject to meeting the eligibility criteria having been employed for at least 26 weeks.

Support will be given, including making reasonable adjustments on the return to work and further ongoing support will be provided.

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| **This policy was adopted on** | **Signed on behalf of the nursery** | **Date for review** |
|  |  |  |

1. [www.gov.uk/government/publications/uk-physical-activity-guidelines](file:///%5C%5Cstorage-server%5CData%5CProducts%20and%20Services%5CPublications%5CFinal%20Pubs%5CP%20%26%20P%20England%5CJuly%2021%5Cwww.gov.uk%5Cgovernment%5Cpublications%5Cuk-physical-activity-guidelines) [↑](#footnote-ref-1)