

Swinton Primary School Nursery

ELCC



Aims and Policies

May 2022

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Swinton Early Learning and Childcare Centre

The Aims of the ELC Setting

Nursery Education is all about learning through free flow play and child led investigation. We offer a wide range of experiences, which we hope will be enjoyed by all the children. We acknowledge and respect that each child is an individual and aim to build on his/her strengths and cater for his/her learning needs.

We aim to make the ELC a happy, friendly place where children can develop socially, emotionally, physically and intellectually in an exciting and lively atmosphere. We hope that the environment we create will stimulate children's natural curiosity, develop language and mathematical skills and offer a wide range of creative experiences.

As children learn and develop skills, we aim to build on the experiences and opportunities which parents provide, and extend his/her learning, based on his/her observed needs.

The ELC is guided by a core set of values, which are outlined in "Realising the Ambition" and "How Good is Our Early Learning and Childcare". These guidelines, produced by the Scottish Government, help settings to identify and put in place the elements of good practice that make for a high quality Early Years Service. They are used in conjunction with the Curriculum for Excellence framework, which aims to promote the holistic development of each child throughout their entire educational career.

We aim to ensure a smooth transition between the ELC setting and the child's Primary One class, and so regular information sharing meetings with staff are scheduled in the summer term. ELC children are integrated into the school community and are included group event/activities when appropriate i.e. sports day, class led assemblies, playtime (once per week) etc, allowing the children to start to become aware of the school building and the routines it follows, helping them to feel secure with this information before they transition. Several sessions in the Primary One class prior to entry in August.

The nursery is Registered with Care Inspectorate and operates within specified conditions and follows relevant good practice guidance. A copy of the Registration certificate is displayed in the nursery. The Health and Social Care Standards which apply to all care services can be accessed at:

<http://hub.careinspectorate.com/knowledge/policy-and-legislation/policy-portals/new-health-and-social-care-standards/>

The nursery is subject to inspections from Education Scotland/HMIE and the Care Inspectorate

Swinton Early Learning and Childcare Centre

Learning Through Play Policy

Our school policy sits in line with current national and SBC guidance.

Aim

To ensure children receive age and stage appropriate, play-based learning opportunities and experiences, based on Curriculum for Excellence Early Level, Realising the Ambition and How Good is our Early Learning and Childcare Setting.

Children will be given their right to play and this will be respected by all staff in accordance with The United Nations Convention on the Rights of the Child (UNCRC) Article 31. Children will engage in free-flow play as much as possible during every ELC session. This means they will be free to choose where, indoors or outdoors, and with what they play, with minimal interruption. Children will be allowed as much time as they need to engage in a deep level of play. Staff will observe and play alongside children, interacting when necessary to extend the play and learning which is happening.

Swinton ELC indoor and outdoor play spaces will be organised in such a way to promote independence and free choice by the children. Resources and materials will be easily recognisable when children need and want them.

Staff will plan play opportunities which meet the needs of and extend the learning of all the children attending Swinton ELC. Staff will ensure play opportunities are available for children to engage in a variety of different play types, as detailed below:

Schematic Play

"A schema is a pattern of repeated actions. Clusters of schemas develop into later concepts" (Athey, 2007).

Schemas are often described as children's fascinations. There are many different types. Each child is different, and some may display more than one schema while others show none at all.

Rotation: children with a strong rotation schema love anything circular, especially anything that rotates. They might love the wheels on buggies or watching the washing in the machine spin around. They might beg to be spun around in circles or always head for the roundabout in the playground.

Trajectory: trajectory schema is all about how things move. Babies who love to drop food from their highchairs are exploring their trajectory schema. Toddlers who like to push and pull things along, or run backwards and forwards or also enjoying their trajectory schema.

Enclosing: enclosures love creating cosy spaces that they can hide their toys or themselves in. They might love tucking toy mice into matchboxes or packing a den under the table with cushions and getting cosy with their teddies.

Enveloping: similar but slightly different to enclosing. Envelopers love to wrap things up in blankets and to wrap presents. They might also like to paint things, including themselves, and might enjoy being in a fancy-dress outfit that covers them completely.

Positioning: children exploring a positioning schema tend to position objects or themselves in lines, patterns or sequences.

Connecting: A child with a connection schema is interested in joining things together. Magnets and anything magnetic are very popular - especially wooden trains. Construction toys are also popular with connectors.

Transporting: the transporter moves everything from one place to another. If you have a transporter nothing will ever be in its place. You may find they enjoy delivering things and can be helpful in the garden when things need moving.

Orientation: with orientation schemas children love to look at things from different angles. You'll often find them in a tree, possibly hanging upside down.

Symbolic Play

Using objects, actions or ideas to represent other objects, actions, or ideas, e.g., using a cardboard tube as a telescope.

Physical Play

Close encounter play which encourages development of physical proximity and special awareness. Discovering physical flexibility and what their bodies can do i.e. balance, jump, climb, run etc. As well as developing coordination and gross motor movements. This form of play and exhilaration is friendly and positive. This type of play can burn up a lot of energy.

Social Dramatic Play

When children act out experiences, e.g., playing house, going to the shops or going to a restaurant.

Social Play

Any social or interactive situation where the expectation is that everyone will follow the set rules – for example during a game or while making something together.

Creative Play

Allows children to explore, try out new ideas and use their imagination. Children can use lots of different items, altering something and making something new.

Dramatic Play

Play where children figure out roles to play, assign them and then act them out.

Locomotor Play

Movement for movement's sake, just because it's fun. Things like chase, tag, hide and seek and tree climbing fall into this category.

Deep Play

Play which allows the child to encounter risky experiences and conquer fears, like heights, snakes and creepy crawlies.

Exploratory Play

Using senses of smell, touch and even taste to explore and discover the texture and function of things around them. An example of this would be a baby mouthing an object.

Fantasy/ Imaginative Play

This is the make-believe world of children. This type of play is where the child's imagination gets to run wild, and they get to play out things that are that are unlikely to occur or to re-create/ create a new scenario, like being a pilot or driving a car as well as exploring ways of being, although not normally of an intensely personal, social, domestic or interpersonal nature. For example brushing with a broom, dialing with a telephone.

Mastery Play

Control of the physical and affective ingredients of the environments, like digging holes or constructing shelters.

Object Play

Play which uses sequences of hand-eye manipulations and movements and the development of fine motor skills for example, using a paintbrush, and holding small objects in their hands.

Recapitulative Play

Play that allows the child to explore ancestry, history, rituals, stories, rhymes, fire and darkness.

Play opportunities will be responsive to the children's interests. Staff will take care to develop and extend children's own interests, as well as 'chance happenings' which occur in ELC or in the local area and are of interest to the children.

Resources and materials will always be available so that the children have opportunities to explore, investigate, experiment, problem solve and learn about cause and effect. Children will be encouraged and supported to offer suggestions, ideas and make decisions about what they think should be available to play with.

Literacy and Numeracy development will be key within each of the various play areas within the playroom and outdoors. Opportunities for children to develop talking, listening, early reading, writing and counting skills will be plentiful.

Staff will spend time talking to, listening to and watching children in their play. These observations will support staff to extend children's learning through changes to the play environment and through simple interactions and questions.

Observations made will help staff to identify what each individual child has achieved; these achievements will be recorded in Personal Learning Journeys which will be shared regularly with parents. Parents and children will have continued access to their child's Learning Journey at all times. Parents will be encouraged to share learning and achievements at home in their child's Learning Journey too.

Swinton ELC follows Curriculum for Excellence Early Level. Children will experience opportunities to learn through play and routine ELC activities in the following curricular areas:

- Literacy and English
- Numeracy and Mathematics
- Health and Wellbeing
- Technologies
- Science
- Social Studies
- Expressive Arts
- Religious and Moral Education.

Staff will plan where appropriate a range of play-based learning opportunities across the curricular areas based on children's interests. Activities and play opportunities available will often cover more than one curricular area at a time. Evidence of how we observe, plan, learn, and review and are captured in the floor book.

Risk Taking

At Swinton ELC we endeavour to create an environment where children can learn to take risks. Risky play is encouraged at Swinton ELC as children who take risks learn negotiating skills, understanding and can make judgements about their own capabilities.

Practitioners will ensure children are safe by:

- Discussing with the children about how to keep themselves safe.
- Establishing and displaying expectations for behaviour.
- Talking to the children and supporting decisions.
- Carrying out health and safety checks.
- Distinguishing between acceptable and unacceptable risks and removing any hazards.
- Supporting children to carry out their own risk assessments.

Created by	
Date created	
Review date	
Signed by all staff	

Swinton Early Learning and Childcare Centre

Health and Wellbeing

Our Health and Wellbeing Policy is based on the Curriculum for Excellence, which states that, “Good health and wellbeing is central to effective learning and preparation for successful independent living”, and on the guidance presented in “Realising the Ambition” (Scottish Government, 2020). Swinton ELC will at all times operate with national and local GIRFEC policy and guidance.

A welcoming, secure environment is provided where praise is given appropriately and children’s confidence and self-esteem are developed.

Mutual respect and positive relationships within the staff provide role models for children.

Members of staff have established routines to enable children to feel secure. Children are made aware of safety and nursery rules, and know where help can be sought if they are worried or upset.

Independence is developed in choosing, tidying up, dressing and personal hygiene. Children are also encouraged to persevere in tasks.

Role-play/small world play is provided whereby children can act out situations, to learn to play co-operatively and become aware of the feelings of others.

Through outings and curricular-based themes, children’s sense of wonder and curiosity is developed, and opportunities are provided to care for others and the environment.

Members of staff work with parents/carers to promote the personal, emotional and social development of children. Opportunities for physical activity are provided daily either indoors or outdoors.

Children are given opportunities to explore, using their bodies and to develop the co-ordination of different body-parts through a variety of activities.

Opportunities are given to express ideas and feelings by moving in response to music or imaginative ideas.

Opportunities are provided for energetic play, which involves running, jumping and skipping.

Fine motor skills are developed by providing opportunities to handle scissors, pencils etc. Construction resources, jigsaws and other small apparatus are provided to improve hand-eye co-ordination and hand control.

Children are encouraged to feel good about their own bodies and to take pride in developing physical skills. Children are taught about safety when using large and small apparatus, and about the importance of physical activity for good health.

Literacy and Language

Our Literacy and Language Policy is based on Curriculum for Excellence, which states that, “Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, (and) lays the foundation for lifelong learning and work”, and on the guidance presented in “Realising the Ambition” (Scottish Government, 2020).

In order to develop skills in communication and language, members of staff provide many opportunities for children to talk, in order for them to express their thoughts, needs and feelings.

Through conversation and sensitive intervention in play, members of staff provide children with the vocabulary they need in order to help develop their thought processes.

Enthusiasm for books is encouraged by the provision of fiction/non-fiction books and by regular story-telling and rhyme times. Visits to the school and community library happen regularly. Attractive book corners are established where children can go and 'read' books for themselves.

Captions and labels are provided so that children can begin to recognise print.

Listening skills are developed through use of listening games. Children are made aware of good listening skills i.e. looking at speaker, not talking when someone else is talking.

A mark making area is provided where children can experience and understand the purpose of writing. Children are encouraged to express themselves through drawings and making marks. Stories are scribed, and compositional skills are developed. Children are encouraged to write in play situations.

Mathematics and Numeracy

Our Mathematics Policy is based on the Curriculum for Excellence, which states that "Mathematics is important in our everyday life, allowing us to make sense of the world around us and manage our lives...It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions...it engages and fascinates learners of all ages, interests and abilities. Learning Mathematics develops logical reasoning, analysis, problem solving skills, creativity and the ability to think in abstract ways", and on the guidance presented in "Realising the Ambition" (Scottish Government, 2020).

Mathematical concepts are developed in the nursery through the provision of games and the use of numbers, counting, matching, classifying and measuring etc., in play contexts.

Children are encouraged to develop an awareness of patterns in their own and the wider environment, and to copy and continue these as well as creating their own patterns.

An understanding of shape is developed by allowing the children to investigate objects in the environment, and to sort, describe and be creative with them.

In movement, games, and using technology such as "Bee-Bot" toys, the children are encouraged to use simple directions and describe position.

Resources and materials are provided so that children may have opportunities to explore, investigate, experiment, solve problems and learn about cause and effect.

Science and Technologies

Our Sciences Policy is based on the Curriculum for Excellence, which states that "Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment...They engage in a wide range of collaborative, investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy", and on the guidance presented in "Realising the Ambition" (Scottish Government, 2020).

In the nursery we help children to develop their skills in Science and Technologies by providing them with appropriate equipment to enable them to explore and investigate aspects of their environment. This can take place in the ELC itself, in the sand and water play areas for example where the children can develop an understanding of the Earth's resources, or in our outside play area where children can be involved in planting or other activities which encourage them to consider biological systems at a basic level.

Children's technological skills are developed through the use of such resources as construction toys as well as by allowing them access to ICT equipment such as computers, Smartboard, digital cameras and a variety of different types of software.

Social Studies

Our Social Studies policy is based on the Curriculum for Excellence, which states that, “Through social studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of the environment and of how it is shaped”, and on the guidance presented in “Realising the Ambition” (Scottish Government, 2020).

At Swinton ELC, children are encouraged to explore and discover the interesting features of their local environment and to develop an awareness of the world around them by engaging in outdoor play and taking part in outings in the local area. Regular destinations will include the local park and woodland area, where the children can observe and discover the different roles people can play in society and how they can help us all.

Children are also encouraged to describe and record the weather on a daily basis, thinking about its effects, how it makes them feel, and how certain types of weather can be related to specific seasons of the year.

At all times, children are given opportunities to make decisions about their play and to take responsibility for their own experiences, showing consideration for others. Children are actively involved in the planning of nursery themes and their ideas are recorded in oversized “Floorbooks”, allowing staff to use their suggestions as part of the ongoing cycle of planning and evaluation.

Children are also given the freedom to explore different real-life contexts in the safe environment provided by the ELC role play corner.

Religious And Moral Education

Our Religious and Moral Education policy is based on the Curriculum for Excellence, which states that, “Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance”, and on the guidance presented in “Realising the Ambition” (Scottish Government, 2020).

Children in the Nursery are encouraged to explore stories, images, music and poems associated with Christianity and other world religions, and to become familiar with some of the beliefs that followers of these religions have.

An understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others is developed through discussion and other group or team activities. The children’s learning in this aspect is reflected in their play in all areas of the nursery, and is reinforced by the nursery’s core rules, rewards and consequences.

The children are also encouraged to become aware of the importance of celebrations, festivals and customs in people’s lives. This awareness is developed through the celebration in the nursery of each child’s birthday as well as by focusing on seasonal and religious festivals such as harvest, Christmas, Chinese New Year, Burns’ Night and others.

Expressive Arts

Our Expressive Arts Policy is based on Curriculum for Excellence, which states that, “By engaging in experiences within the expressive arts, children...will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children...to recognise and value the variety and vitality of culture locally, nationally and globally”, and on the guidance presented in “Realising the Ambition” (Scottish Government, 2020).

Staff members endeavour to make the nursery an exciting and stimulating environment where children’s senses are engaged, and where children’s creations are valued and well displayed.

In art, opportunities are provided for children to investigate and use a variety of materials and techniques. Emphasis is placed on fostering creativity.

Opportunities for drama, role-play and dance are provided so that children may invent or act out situations, recreate stories and develop their imaginations. Staff may sensitively intervene, to extend role-play by joining in or adding props when appropriate.

Opportunities are provided for children to enjoy music by participating in playing instruments, singing, creating music, moving to music and listening to a variety of music.

The following is a link to the publication “Our Creative Journey” produced by the Care Inspectorate:

<http://hub.careinspectorate.com/improvement/care-inspectorate-programmes,-projects-and-publications/our-creative-journey/>



Playful Learning Framework

Play – it's benefits and what it means

- All children are entitled to play; it is intrinsic to their quality of life and an important part of how they learn and enjoy themselves.
- Play is any behaviour, activity or process initiated, controlled and structured by children themselves – not controlled or led by the adult. (UNCRC)
- Play allows children to communicate and cooperate with others in a more relaxed environment.
- Play helps children act out things they are worried about – externalise/express how they are feeling, as well as simply playing.
- Play allows children to act out real-life experiences to see how other children and adults cope with the situations – this gives the children the opportunity to re-enact and rationalise what is happening in the world around them.



What the children say...

"You learn when you play"

"It gives you time with friends"

"I like to pretend to be a doctor"

"I like pretending to be mummy"

"Team work, sharing and having fun"

"We learn when we play"

"Sometimes we learn and we don't think we are"

"Sometimes, if you make a mistake, you can learn from it"

Range of play opportunities/activities

- Time – how much time should be dedicated to play
 - ELC – all learning is done through play, is free flow and child led.
 - P1 – Each day there should be a dedicated, unbroken 45 minutes (at least) for 'deep play' (immersive play where children are fully engaged)
- Environment:
 - Inside – changed regularly to suit the needs of the children, child-led depending on interests and topics/seasonal changes that occur throughout the year.
 - Outside – incorporating large loose parts such as tyres, planks etc (for building things like dens etc), messy play (large syringes for squirting water etc). ELC staff plan for what they are going to do in the outdoor environment.
 - All environments should have a mixture of sensory activities, elemental aspects (water, air, earth and fire), loose parts, provision of "focusses or provocations" (to spark children's ideas and play), and physical play.
 - P1/2 classes can plan for purposeful play through their IDL topics



- Resources

- Loose parts, open-ended resources that can be manipulated and used in a variety of ways.
- Environments should be developed using natural resources such as wooden blocks, pine cones, shells and other open-ended resources, avoiding too much plastic. This is to help develop and inspire the children’s creativity and imagination during their play.



- Permission

- Children should be given the opportunity for trial and error, rather than adult taking over.
- Staff should encourage risky play and self-assessing of risks.
- Staff should provide opportunities for children to problem solve (in all areas of their learning).

What the children say...

“My favourite thing is the babies”

“I love going to the nursery garden”

“I like playing big things outside”

“I like to play with the cars and garage”

“Finding new things to explore in the tuff tray”

“We can build anything with the Octoplay”

Risks and Challenges

- We take a risk benefited approach in all the experiences that we provide and work together with the children so that they understand how to keep themselves safe.
- We provide challenging indoor and outdoor experiences and support the children to step out of their comfort zone, persevere and succeed.
- Staff provide the resources and opportunities for the children to do this.



What the children say...

“I like climbing on the tyres and jumping off”

“Sometimes we slide down the grass in tubs”

“I like to play in the sand with the digger”

“We played with mud – I got very dirty”



Adults and Play

- Role model – adults can demonstrate the type of play that they want to see in a specific area of the environment (encouraging children to be less destructive in certain areas).
- Adults should observe how children use each area of the provision and plan for how they can develop or extend areas further.
- Staff should model the way that resources should be handled and how to be respectful of the environment (links to our VVAs)
- Watch, Wait and Wonder – approach for all (P1/2 to do this in their dedicated time for play in the afternoons).

What the children say...

“We play with our friends and sometimes I like to play on my own”

“I like it when the adults read to us in the dark den”

Swinton Early Learning and Childcare Centre

Health and Safety

It is the policy of Swinton Primary School to ensure a healthy and safe environment for staff and children.

Staff

- There is a minimum ratio of, for 2 and under 3s: 1 staff member to 5 children and for 3 and over: 1 staff member to 8 or 1 staff member to every 10 pupils, depending on opening hours, in accordance with Care Inspectorate requirements.
- All staff have been approved and checked through the Disclosure Scotland process.
- All staff are fully qualified following Scottish Borders Council Guidelines
- The ELC is staffed with the requisite number of Nursery Practitioners.
- An Early Years Officer is in post.
- Auxiliary support is available for children with an identified need.
- At all times our ELC staff co-operate fully in implementing Health and Safety initiatives. They do everything possible to make sure that injuries do not occur to themselves or others.
- We expect our ELC staff to take responsible care of their own Health and Safety at all times.
- There is a 'No Smoking' policy in the school buildings and grounds.
- Staff members undertake a 'Continuing Professional Development Review' on annual basis.

Equipment

- All equipment including play equipment is regularly checked for signs of wear and tear.
- Damaged items are promptly removed and/or repaired as necessary.
- Staff members ensure that furniture and equipment are kept to a high standard of cleanliness through regular inspections with appropriate action as necessary and a wipe down of furniture by cleaning staff as per the cleaning schedule agreed by Scottish Borders Council.
- All furniture and equipment is thoroughly cleansed at the end of each school year.
- All electrical equipment is checked and approved by Scottish Borders Council. Appliances are handled with care and electrical faults are reported to the Janitor. Safety covers protect electrical sockets accessible to children. Care is taken to ensure that there are no trailing cables.
- All cleaning materials are kept out of reach of children.
- A landline is available in the ELC.
- A networked computer available to children is protected for Internet access by RM Computer Services.
- ELC staff members implement the SBC policy and Guidelines for the safe use of the Internet.

Food Safety Management Policy

Our school policy sits in line with current national and SBC guidance.

Aim

To ensure that all staff are aware of the importance of good food hygiene practiced and the need to handle and prepare foods in a safe and clean environment. This age group of children do not always have immune systems that are strong enough to deal with food poisoning infections and any children involved can become seriously ill.

Training

- All staff that prepare and deal with snack items must have an up to date food hygiene certificate. Staff should renew this every 3 years.
- All members of staff should read through and be familiar with this guidance and the implementation of the procedures in this document.
- New members of staff should be taken through these processes at the point of induction.

Personal Cleanliness

- All staff should wash their hands thoroughly at these times:
- Before handling food
- After using the toilet
- After handling raw food or waste
- After changing a child
- After eating and drinking
- After cleaning
- After blowing their nose or that of a child's.

Effective hand washing means that staff and children should wash their hands using warm water and antibacterial liquid soap. Both the palms and backs of the should be lathered as well as between the fingers. Hands should then be rinsed and dried with a disposable paper towel.

- Food handlers should not cough, sneeze or blow their nose over food.
- Cuts and sores should be covered with a waterproof dressing. If this is not practical, then disposable gloves should be worn when food handling.
- Jewellery should be kept to a minimum when preparing or handling food. Staff should not wear bracelets or rings set with stones.

Reporting Illness/Exclusion

- Staff should not handle food until they have been free of vomiting and diarrhoea for 48 hours. Staff who have been taking anti- diarrhoeal medication should not handle food until they have been symptom free for 48 hours after stopping using the medication.
- Staff should avoid handling food, if they are suffering from any skin, nose, throat, stomach or bowel trouble or if they have an infected wound, until they have fully recovered.
- Staff should report to the Early Years Officer (EYO) or a member of the Senior Leadership Team (SLT) if they are suffering from diarrhoea, stomach upset or vomiting.

The law puts the responsibility on employers to satisfy themselves that no food handler poses a risk to food safety.

Cleaning

Before you start, you must make sure that worktops, chopping boards and utensils are thoroughly cleaned.

All Crockery, cutlery and food preparation boards and utensils should be cleaned in the dishwasher located in the nursery kitchen area. This is the best way to ensure that utensils and equipment are thoroughly cleaned as long as it is used and maintained in accordance with the manufacturer's instructions and it is used on the hottest cycle.

General Cleaning of Workspaces

- Pre-clean – remove left over food and residues.
- Main Clean- clean the surface using hot water and the correct amount of detergent. This removes grease, food debris and visible dirt.
- Rinse and clean with hot water.
- Disinfect- Clean with a food safe disinfectant or sanitiser. This kills any bacteria remaining to a safe level. It is important to follow the manufacturer's recommendations on the product you are using. This will tell you how long you need to leave it on the surfaces before it works and whether you need to rinse the surface or just leave it to air dry.
- Final rinse- If required.
- Dry- if required with a disposable paper towel.

All anti- bacterial sprays, sanitisers and detergents should comply with British Standard BS EN 1276:1997 or BS EN 13697:2001. When you use a concentrate, you must make sure the manufacturer's guidance is followed regarding dilution ratios and most importantly contact time.

The following link will take you to the current list <http://www.disinfect-info.co.uk>

Clothing and Cleaning Equipment

The use of disposable, single- use cloths provide a reliable way of ensuring cleaning and disinfecting regimes do not present a cross- contamination risk and are strongly recommended.

Where cleaning cloths etc. are to be re-used, the laundering process should be regarded as critical to food safety. Laundering should be carried out at a suitably high temperature. A wash cycle that achieves 82c or higher, can be considered acceptable. This may be achieved through a standard hot cycle in a washing machine which can operate up to 90c.

Cleaning chemicals must be stored securely out of reach of children and away from food preparation areas or in a way that will prevent contamination. Cleaning chemicals need to be clearly labelled.

- Replace dish cloths, sponges and scouring pads frequently.
- Colour coded cleaning cloths should be used at all times. Sponge for the kitchen area – Red for art area, Blue for tables and surfaces, Wipes for the bathroom area.
- All cleaning equipment including brushes, brooms, dustpans, and mops must be washed and cleaned routinely.

ELC cleaning schedule must be completed daily.

CROSS CONTAMINATION

Foods

- All fruits and vegetables should be thoroughly washed before use.
- All root vegetables and where appropriate all fruit should be peeled.
- Staff must be aware of any food allergens when choosing foods and foods that either are allergens or contain allergens should be displayed on the weekly snack menu for all parents/ carers to be made aware of.
- Once prepared, if the food is to be stored in the refrigerator, it should be in a covered container and with a use by sticker attached.

Staff and children

- Maintain good personal hygiene at all times.
- Avoid using cloths to wipe hands and then dishes.
- Thoroughly wash hands before touching food or equipment.
- Staff should all be aware of children who have food allergies when preparing snack. Either prepare their snack first or wash utensils and boards with the recommend anti-bacterial cleaner between use.

Equipment and Utensils

- All equipment and boards to be washed in the dishwasher.
- Sinks used for washing food require to be adequately cleaned and disinfected after use along with the surrounding area which may be affected by splashing.
- Separate food preparation boards should be used when preparing raw foods and vegetables. If this is not possible equipment should be thoroughly cleaned with the correct anti-bacterial cleaner or in the dishwasher between uses.

Temperature Control

Make sure you put the correct foods in the fridge – Look out for “use by” date or “keep refrigerated” on the label.

- Keep the fridge at the right temperature (between 0c and 5c)
- Keep the fridge door closed as much as possible
- Keep food out of the fridge for the shortest of time possible.
- Check the temperature of the fridge and complete the monitoring form daily.
- Ensure there is always a working temperature gauge in the fridge.

Stock Control

- Incoming food must not be accepted if its packaging is damaged or the food is contaminated.
- Incoming food should not be accepted if its “Use by or Best Before” date has expired or is within 2 days of its current date.
- Stored food must not be used if its “use by” date has expired and it must be disposed of.
- Stock should be rotated on a first in first out basis.
- Where packets of dried foods are opened, they should be stored in a waterproof lidded container. These stocks of dried foods must be used up first and the containers thoroughly washed before new stock/ products are added or topped up. Labelling from the original packaging should be kept with the product.
- Checks should be made weekly to ensure there is good stock rotation and that there are no foods in store passed their “use by or best before” dates.

Pest Control

You should check regularly for signs of pests, for example, in your food cupboards. Look out for droppings, gnawed food or packaging, signs of insects or larvae. If you find any signs you should contact a pest control contractor immediately.

If you think any equipment, worktops or utensils have been touched by pests, wash and then disinfect them thoroughly to stop harmful bacteria from spreading. If you think food has been touched by pests in any way, throw it away. If pest control or cleaning chemicals get into food, throw the food away.

You should maintain good housekeeping practices, keep food cupboards clean and tidy, make sure no food or dirty plates are left out at night and clean up any food spillages on surfaces and on the floor immediately. Open packets of dry foods should be stored in lidded washable containers.

Waste Control

- Refuse containers used for storage of waste should have a suitably fitted lid and be made of durable material that is easy to clean and disinfect.
- Food waste and other waste must be removed daily from the food handling area.
- Refuse must be collected regularly from the premises.

Maintenance

- All surfaces in the kitchen must be smooth, impervious, easy to clean and in good state of repair.
- All food contact surfaces, equipment and utensils must be maintained in good condition to enable effective cleaning and disinfection and to prevent the build-up of debris.
- Any issue of disrepair must be recorded in the maintenance book and actioned with a reasonable time scale.

For details on ALLERGENS see Swinton ELC Allergies and allergic reaction policy

Created by	
Date created	
Review date	
Signed by all staff	

Swinton Early Learning and Childcare Centre

Healthy Eating Policy

Our school policy sits in line with current national and SBC guidance.

Aim

The promotion of children's healthy eating is an important aspect of high-quality childcare and children should have a positive experience which helps to develop life-long healthy eating habits.

Healthy Eating should be promoted in all Early Learning and Childcare (ELC) settings by providing a well-balanced and nutritious diet. All children in ELC settings need regular healthy meals, snacks and drinks to help develop their health and well-being. Through sharing a positive food experience with other children's language and social skills can be developed. It is important for staff to consider the individual and cultural needs of any children in their care.

Throughout this guidance the term parents are used to include all main caregivers.

Menu

The ELC setting ensure that a well-balanced, healthy and nutritious diet is provided for all children. Staff consider the individual, nutritional needs of all children, the children's stage of development, any allergies they may have and their cultural background.

The planned menu ensures children experience a wide variety of food options from the different food groups. Menus can be divided into meals, snacks and drinks and each of these areas will include fresh fruit and vegetables, milk and water. Water should be available to all children throughout the session and milk, as well as water, should be offered at snack and mealtimes. Meals reflect a balance from the different food groups (starchy food, fruit and vegetables, meat, fish, eggs and pulses). Food containing large quantities of fat, sugar, artificial additives and colouring will be avoided.

Further information on Menu Planning can be found in "Setting the Table, Nutritional Guidance and food Standards for Early Years Childcare Providers in Scotland (NHS Scotland 2015, p76). We are aware that Local Authority settings will have menus provided.

Environment

The environment is calm and welcoming and encourages positive social interactions amongst children and staff. Meal and snack times are used to develop good table manners, establish healthy eating patterns and develop regular eating routines in children. Independence skills are developed by offering children food and drink choices and encouraging children to serve and feed themselves. Children are given time to eat at their own pace and not be rushed. Consideration is given to the space and managing of meal/snack times as well as the type of food provided. Suitable equipment is provided for all children considering their individual needs and stage of development to ensure a positive experience.

Good Eating Habits

Positive eating habits are encouraged and staff provide an enjoyable, flexible eating experience within the setting enabling children to develop good eating patterns. Children experience a variety of different foods and are regularly introduced to new foods. They are encouraged to try small quantities of all types of foods unless on a special diet or for cultural reasons. Quantities of food/drink offered will be determined by the ages of the children and their individual needs.

If a child does not want to eat a meal or shows signs of distress the food is removed, without fuss, after a reasonable time. A healthy snack will be offered later in the day to the child. Any child who has not eaten their main course will not be denied dessert. Relevant information regarding the child's eating habits are passed on to parents.

Staff ensure consistent approach in relation to children’s eating habits and offer praise and encouragement whenever possible. Through play, positive attitudes to healthy eating are developed.

Partnership with Families

The setting works in partnership with parents and any other relevant agencies in their community to promote healthy eating. The weekly menu is available for parents and children to view on Parent Pay and snack is displayed on the daily bulletin board. Parents should be made aware of what their child has eaten and how well they have eaten through regular informal contact.

Staff Development

The preparation and handling of food is carried out by competent staff who have sufficient knowledge to ensure food is safe to eat. Staff are trained in food hygiene.

Food safety and hygiene is the responsibility of each individual setting. The local authority environment health department will have up to date information regarding food safety legislation and procedures. In line with good practice the setting should aim to have at least one staff member who has a basic food hygiene certificate. (*Setting the Table, Nutritional Guidance and Food Standards for early years childcare providers in Scotland – NHS Scotland 2015 p95*)

Created by	
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Review date	
Signed by all staff	

Swinton Early Learning and Childcare Centre

Infection Control Policy

Our school policy sits in line with current national and SBC guidance.

Aim

To ensure that all staff maintain the highest hygiene standards and follow policies and guidelines which are in place to prevent the spread of infections and viruses.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus which is produced when an infected person talks, coughs or sneezes. It can also spread through physical contact after touching a person or surface contaminated with viruses.

The best way to prevent a virus or infection from spreading is to maintain high hygiene standards.

To do this we will follow the guidance below:

- Ensure all children use tissues when coughing and sneezing to catch their germs.
- Ensure all tissues are disposed of in a hygienic way. Children and staff should wash their hands once the tissue is disposed of.
- Ensure all children to do the above by discussing the need for good hygiene procedures in helping them to stay healthy.
- Staff will all wear appropriate Person Protective Equipment (PPE) when assisting with toileting children and dealing with any other bodily fluids. Staff are requested to dispose of PPE in the appropriate manner and wash hands immediately.
- Toilets are checked 3 times within the session and are cleaned at least daily.
- Staff remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this.
- All toys, equipment and resources will be cleaned on a regular basis and using antibacterial cleanser or through washing in the washing machine.
- When children are ill we will follow the sickness and illness policy to prevent the spread of any infection in ELC. Staff are also requested to stay at home if they are contagious.

Staff retain the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the ELC.

Parents will be made aware of the need for these procedures in order for them to follow the guidelines whilst in the ELC.

Dealing with Spillages of Blood and Bodily Fluids

Staff in the ELC have had training and can clean up any blood and bodily fluids following the correct protocol.

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Signed by all staff	

Nappy Changing Policy

Statement of Purpose

We recognise that children reach developmental milestones at varying chronological ages. All children will therefore be welcomed within the Early Learning and Childcare (ELCC) setting regardless of their progress towards being fully toilet trained.

The following policy outlines procedures and considerations for nappy changing or when changing a child who is not fully toilet trained. We view toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of staff.

This guidance is also relevant when attending to a child who requires a change of clothing.

Throughout this guidance the term parents is used to include all main caregivers.

Responsibilities

Staff should ensure children feel safe and secure throughout the activity and that they are respected and valued as individuals. Children have a right to privacy and dignity when their needs are being met and staff should ensure this is maintained at all times. The quality of the child's experience is paramount during this time. Nappy changing should be a nurturing experience and can play an important part of in the process of building a positive relationship between the adult and child.

- Staff should make eye contact with the child, communicate with the child and offer praise and encouragement throughout the experience.
- Staff should ensure that nappies are changed regularly throughout the day and promptly after soiling.
- All staff have a responsibility to respond when a child is soiled in order to ensure prompt attention.
- A record will be kept by staff in the child's personal care plan changing times and any observations such as nappy rash or loose movements etc. This information should be shared with the parent/carer at time of collection.
- All staff involved in these procedures will have a full disclosure check as part of the Protection of Vulnerable Groups (PVG) scheme.

Equipment

Children will be changed in a warm, well ventilated, designated changing area which allows privacy for the child, has access to appropriate temperature running water and has surfaces which can be easily wiped down and disinfected.

The changing area will be separate from the playroom and away from food preparation areas, in the larger nursery toilet cubicle.

A nappy changing unit which conforms to BSI 8 (see link to Care Inspectorate guidance below) will be used when changing babies and very young children. For older children a clean, intact, wipeable changing mat placed on the floor may be used.

Procedure

Staff will promote the following procedures when nappy changing/changing of soiled clothes:

- The safety of the child is paramount, and no child should be left unsupervised.
- Children choosing to be changed standing up should be gently supported throughout to avoid slips or falls.
- Staff will be encouraging, supportive and communicate (both verbally and non-verbally) with the child throughout the activity, to ensure the child feels respected, safe and secure.
- Staff involved in nappy changing should wash and dry their hands thoroughly before starting changing procedures and should wear disposable gloves and apron which should be changed between attending to each child and after

touching soiled clothes/fluids on the same child. Staff will thoroughly wash their hands at the end of each individual change.

- Water based wipes or non-antibacterial soap from a hands-free dispenser, water and disposable cloths should be used to clean the child, always wiping from front to back. Parents may prefer to supply their own choice of wipes.
- Staff will ensure that the child is carefully dried prior to administering any barrier cream (if required/supplied/documentated by the parents in the child's personal care plan) and apply clean nappy or change of clothes.
- Older babies and young children should be encouraged to wash their hands to help establish good hygiene habits.
- After changing, the child should be dressed and returned to the playroom.
- Children should become familiar with the toileting area to develop confidence and familiarity with the environment. Children should be given the opportunity to use the toilet independently or be given assistance as required. All children will be encouraged to adopt good personal hygiene habits.
- Children should be given the opportunity to use the toilet independently or, be given assistance when required.

Storage and Disposal

Each child's supply of clean nappies and any creams etc. will be stored in a separate container clearly labelled with the child's name and easily accessible to the changing area.

These items will be kept solely for the individual child's use and the key person should inform the carer when supplies need to be topped up.

Used disposable nappies will be securely sealed in a nappy sack and placed in a lidded pedal bin designated for the purpose. The bin will be lined with a waste bag and this should be removed to the appropriate outdoor waste bin at regular intervals. This bin is emptied once per week, by a company employer by Scottish Borders Council.

A separate bin will be provided for the disposal of paper towels.

If a child's clothes have been soiled or where reusable nappies are used any solid waste should be flushed down the toilet. Soiled items will be bagged and labelled before storing in the designated area away from clean items, *in the children bag on their peg, for collection by the parent.*

The member of staff should ensure that the changing mat/unit and any touched surfaces are left clean and disinfected with non-antibacterial surface cleaner.

Where potties are used they should be cleaned thoroughly after use in a separate area from that used for hand washing. They should be cleaned using a non-anti-bacterial cleaner and then stored upside down out of reach of children.

Finally staff should remove their protective gloves and apron disposing of them appropriately and wash and dry hands thoroughly once more.

Monitoring of this Policy

It will be the responsibility of Mrs Laidlaw/Mrs Berrett to ensure that new or temporary staff are familiar with these procedures and to monitor that they are being implemented by all staff. This will be achieved by regularly inspecting the changing area for cleanliness and supplies and ascertaining whether the appropriate records are being maintained and parents kept informed. To aid the consistent implementation of this policy a flowchart of steps to be followed when nappy changing will be displayed within the changing area and also within the playroom for parental information.

Created by	
Date created	
Review date	
Signed by all staff	

Swinton Early Learning and Childcare Centre

Allergies and Allergic Reactions Policy

Our school policy sits in line with current national and SBC guidance.

Aim

To ensure that allergic reactions are minimised or where possible prevented and that all staff are fully informed of any children in our care with known or suspected allergies. To be able to properly support a child who is suffering from an allergic reaction.

At Swinton ELC we are aware that children can have allergies which may cause allergic reactions. Allergic reactions can occur to, amongst other things, food, insect stings, house dust mite and plants. We will follow this policy to ensure allergic reactions are minimised or where possible prevented and staff are fully aware of how to support a child who may be having an allergic reaction.

- Staff should know, understand and be able to recognise the signs and symptoms of a possible allergic reaction - including in the case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis.
- Information about known allergies, signs and symptoms and treatment will be passed from parents/carers to ELC and form a care plan for each child. Information regarding allergic reactions and allergies must be shared with all staff in the ELC setting.
- If a child's allergy requires specialist treatment, e.g. an EpiPen, then at least two members of staff will receive specific medical training to be able to administer the treatment.
- An allergy sheet will be kept in the kitchen. This will be updated on a termly basis or as and when required.
- Staff and parents will work together to ensure a child with a known food allergy does not receive any food at nursery which may harm them. This may include designing an appropriate menu or substituting specific snacks on the current nursery menu.
- All food for a child with a specific allergy will be prepared in a separate area to reduce the risk of cross - contamination and prepared on equipment which has not been in contact with this specific food type.
- If a child has an allergic reaction a first aid trained member of staff will act quickly and administer the appropriate treatment as required. Parents will be informed and the incident recorded using an incident form.
- If the allergic reaction is severe a member of staff will summon an ambulance immediately. We will NOT attempt to transport a sick/injured child in our own vehicles.
- A sick child above all needs their family; therefore, every effort will be made to contact a family member as soon as possible. Whilst waiting for the ambulance the child's emergency contact will be informed of the incident, where the child is being taken to and arrangements made to meet the emergency contact at this place.
- A senior member of staff will accompany the child in the ambulance taking with them the child's enrolment details, care plan together with any relevant medical information and medication.
- Staff must remain calm at all times. They should also consider that children who witness an allergic reaction may be affected and require reassurance.
- All incidents will be recorded, shared and forms must be signed by parents at the earliest opportunity.

Created by	
Date created	
Review date	
Signed by all staff	

Swinton Early Learning and Childcare Centre

ELC Management of Medication Policy

Our school policy sits in line with current national and SBC guidance.

Aim

It is our aim to safeguard and maintain the well-being of all children within the ELC as well as the practitioners who look after them. Swinton Early Learning and Child Care works in partnership with parents. Information sharing in this area is vital so that employees respect and are aware of cultural, ethical or religious reasons which may relate directly to the administration of medicine.

Swinton ELC places the child's well-being at the very core of the ethos of the setting. Employees receive first aid training but it is not a compulsory part of their job to administer medicine, and we respect the agreement and decision made by each individual employee. In situations where medication requires to be administered this will be done by a qualified employee and witnessed by another. Swinton ELC will not administer any type of medication if your child has not had it before. Therefore parents/ carers must administer the first 24 hours dose of any type of medication.

Prescribed Medication

ELC will only administer prescribed medication when it is essential to do so, that is where it would be detrimental to a child's health if the medicine were not administered.

We are only able to administer medicines that have been prescribed by your child's GP. Please don't ask our employees to administer over the counter oral or internal medicine to your child. ELC will not accept medicines unless they are in their original containers as originally dispensed. All medicines must be clearly labelled with the child's name and dosage details.

Administration of Medicine

If your child needs medication whilst in the ELC you will need to complete:

- **A Medical Care Plan:** This is catered to suit our ELC setting, providing information from the parent regarding medicine, dose, why it is required, triggers, symptoms, procedure to administer medicine, any changes, expiry of medicine and the hand back of medicines to parents. This is to be completed by parent with ELC staff assistance and filed in individual child's medical file. **Employees must ensure that the following details are correct on each occasion of administering any medication.**
- The medication has been prescribed by a doctor.
- The name of the child is clearly marked on the container and is correct.
- The dosage to be administered is clearly marked (ELC will only follow instructions on medication rather than those of the parent.)
- The expiry date is within date (medication has not expired.)
- The medication is in the original container as dispensed by pharmacy with appropriate details displayed clearly.

The correct dosage will then be measured and checked and witnessed with a colleague before being administered.

All short term medication must be returned to the parent at the end of the child's session.

Emergency Medication

Child with a temperature - whilst it is acknowledged that paracetamol suspension is very effective at reducing children's temperature it is, however, also very good at masking symptoms when there may be something more seriously wrong with a child.

ELC staff will call you or our child's emergency contact before then using methods to try and reduce a child's temperature, such as removing layers of clothing, fanning and tepid cooling with a wet cloth. The child will be closely monitored until they are collected.

Self-Administration of Medication

Where a child has been deemed capable of administering medication by the parents, i.e. Inhalers, employees must be aware of the circumstances in which self-administration is permissible. In all cases a Health Care Plan must be drawn up. **Employees should supervise the children in the process of self-administration of medication.**

A record should be kept of time, frequency and dose of self-administrative medicine and recorded on the medicine form. Any adverse reactions should be recorded as above and if necessary G.P. and parents should be informed immediately.

Skin Condition Cream

Swinton ELC will accept and apply skin condition creams supplied by parents. However, parents must complete an administration of medication form in all instances when an external cream is supplied. Written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child's name. The skin condition cream supplied must be a recognised cream that can be purchased at a chemist and the relevant details regarding its use and condition must be clearly visible and where possible the original packaging and instructions must be supplied. Parents will be asked to write out a label stating the child's name, date of birth, date medication is being presented and their signature which will then be attached to the container. The EYO or person in charge is responsible for ensuring all employees responsible for the child's care are aware of the details.

Storage of Medication

All medication will be stored as per the manufacturer's direction in a sealed box with the child's name label attached. In cases where refrigeration is required the medication will be stored in the nominated fridge in the sealed container. The child's details will be clearly marked on the container.

Any long term medication such as, Piriton, Inhalers or Epi pens shall also have the child's photograph attached, inside the ELC medical bag.

Individual Health Care Plans (IHCP) (For all long term medication over 1 month)

If the child has a health care plan in place, it will still be necessary for the parent to complete an SBC Med1 form medicine administration form for each new prescription;

Where a child is prescribed medication for a medical need such as eczema or asthma the Early Years Officer or person in charge will develop a Health Care Plan with the parent. The Early Years Officer or person in charge will agree with the parent how to recognise when the condition is getting worse and when to administer medication.

Where the child has a long term medical condition such as diabetes, epilepsy or anaphylaxis a Health Care Plan must be put in place with the parent, Early Years Officer and relevant Health Care professional. Advice from the relevant

Health Care professional will be sought to determine whether the administration of the medication requires training. In all cases the parent will be required to help arrange suitable training if it is required.

Health Care Plans must be developed prior to the child starting at the WLPS ELC. If the condition develops when the child already attends the Nursery then a Health Care Plan must be developed immediately (within 2 working days) with the input from the parents and appropriate Health Care Professionals. This is to ensure that ELC remains a safe place for the child and ensures that ELC practitioners can meet the needs of the child appropriately and provide the level of support that is required.

Employee consent

Employees will sign a consent form to say they are willing to administer medicine. In the cases where an employee becomes qualified the manager will ensure they receive training on this policy and are happy to be authorised to administer medication.

The management of medication policy must be adhered to by parents and employees for the health and well-being of all children in the administration of medicine.

Created by	
Date created	
Review date	
Signed by all staff	

Employment Consent Form

Employee Name: _____

Date: _____

I have read the Management of medication policy and Administration of Medication Form and received training on their use.

By signing this agreement, I am indicating that I am confident to administer medication as part of my role within Swinton Primary Early Learning and Child Care. (ELC)

I agree to read all instructions for administering medication that have been provided with the supplied medication.

Should I have any concerns regarding any aspect of this procedure I am aware that I must speak to my Early Years Officer or person in charge.

Signature: _____

Print name: _____

Swinton Early Learning and Childcare Centre

Accident Policy

Our school policy sits in line with current national and SBC guidance.

Aim

To ensure children receive appropriate care in response to any accident they incur during our care and that all staff are aware of the appropriate course of action.

Children want to, and need to, take risks during play. Our task is to assess the potential risks children may be exposed to and make a judgement about the level risk. Staff will constantly balance the need for the child to be exposed to risk enhancing their development against the likelihood of harm being done and the likely severity of that harm.

Any accident will be dealt with calmly and in a caring manner. All accidents sustained whilst in our care will be recorded on an accident form which is then stored in our accident folder. A copy of the accident form will also be shared with parents/carers who sign it to say that they have seen it. In the case of a child being collected for wrap around, a form detailing the accident will be sent home to the parents for signing.

An accident/incident form will be completed. The information recorded must be accurate, comprehensive and consist of:

- The child's full name and date of birth.
- The date and time of the accident, incident or near miss
- Details of how the accident occurred
- The action that was taken
- The name of the person who dealt with and/or witnessed the accident.

The form must not be altered in any way. If an error is made whilst completing a form, the form should be destroyed and a new form completed. All forms should be given to the parent/carer to sign and a copy given to them.

Students on work placements are not permitted to complete forms. If a student is the only witness to an accident, they should report it immediately to the Early Years Officer or person in charge who will then follow the appropriate procedure.

In accordance with Care Inspectorate guidelines staff will omit the names of any other children involved in the accident.

If a parent or carer is concerned about the circumstances of any accident, they should bring their concerns to the attention of the Early Years Officer in the first instance.

If a child is involved in an accident which results in a serious injury or bump to the head, ELC will telephone the child's parent/carer prior to collection to inform them of this. If a child incurs a bump to the head ELC will monitor the child and support them until the end of the session.

If applicable, we will report the accident through the Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR) 1995 to the Care Inspectorate or the relevant health and safety authority.

RIDDOR - What must I report?

As an employer, a person who is self-employed, or someone in control of work premises, you have legal duties under RIDDOR that require you to report and record some work-related accidents by the quickest means possible. You must report:

- deaths
- major injuries
- over-3-day injuries – where an employee or self-employed person is away from work or unable to perform their normal work duties for more than 3 consecutive days
- injuries to members of the public or people not at work where they are taken from the scene of an accident to hospital
- some work-related diseases
- dangerous occurrences – where something happens that does not result in an injury, but could have done
- CORGI registered gas fitters must also report dangerous gas fittings they find, and gas conveyors/suppliers must report some flammable gas incidents

RIDDOR applies to all work activities but not all incidents are reportable. If someone has had an accident in a work situation where you are in charge, and you are unsure whether to report it you should call the Incident Contact Centre (ICC) on 0845 300 9923.

Created by	
Date created	
Review date	
Signed by all staff	

Swinton Early Learning and Childcare Centre

ELC Emergency First Aid and Medical Treatment Policy

Our school policy sits in line with current national and SBC guidance.

Aim

To ensure that any accidents and emergency situations are dealt with efficiently and effectively and that care is taken to ensure that no further injury is incurred. To ensure that parents/carers are kept informed of accidents involving their child and that children in such situations are dealt with in a sensitive and responsible manner.

It is very important that parents advise us of any changes to their contact details as soon as they occur and ensure that all details held on file regarding their child are correct.

FIRST AID

What is First Aid?

Emergency First Aid is exactly that - the first response to a life or limb threatening medical emergency, either an illness or an injury. More advanced medical care will happen after first aid in this case.

Non-Emergency First Aid is the treatment we initiate ourselves for minor medical needs. We may or may not seek more advanced medical care after the initial response. This includes cleaning and bandaging cuts or abrasions, and minor bleeding control.

Guidelines for Treatment of Emergency First Aid

When an incident occurs staff will:

- Call 999 if a child is showing any signs of a life-threatening problem. The person in charge of ELC will be called to assist in the emergency immediately.
- The person phoning 999 should ask for an ambulance; clearly and calmly giving the full address and postal code of the school and a short description of the problem with the child.
- A member of staff should be ready at the door to assist the ambulance service into the building without delay to the child's location.
- No time should be delayed in giving the child immediate assistance until a first aider arrives.
- The area should be cleared of people not directly dealing with the incident.

Guidelines for Treatment of Minor Injuries

When an accident occurs staff will:

- Stay calm and assess the extent of the situation and injury.
- Arrange for a qualified first-aider to attend to the injured child and apply first-aid as required and make the child comfortable.
- It is ELC policy in all cases that staff protect themselves from contamination from bodily fluids; staff should wear appropriate Personal Protection Equipment (PPE).

Bumps and Bruises

Bumps and bruises should be treated by the application of a small ice pack for a few minutes at a time until the swelling reduces, ensuring that there is no direct contact between ice and skin. ELC ice packs are in the freezer in the kitchen area.

Cuts and Grazes

Use water or antiseptic wipes for cleansing injuries, using a clean paper towel to dry the site.

All open wounds, no matter how small, must be covered using a plaster or sterile dressing; whichever is the most appropriate (ensure that the child can use a plaster by checking their care plan).

Bleeds

Bleeds should be treated by the application of gentle direct pressure on the wound, or, in the case of a nose bleed, by pinching the end of the nose, for 10 minutes. If the bleeding does not stop after this time, repeat for a further 10 minutes and contact the Early Years Officer (EYO). The parent or emergency contact should be informed.

Infection Control

Check that no-one has come into contact with the injured child's blood or body substances (if applicable). If this has occurred, wash any contaminated areas in soapy water. Clean up any spillage of blood using PPE and dispose of these in the appropriate manner.

All items soiled with bodily fluids such as vomit, blood etc. must be placed in a plastic bag and disposed of safely in the nursery nappy bin. **Staff will not rinse out blood covered clothes.**

Accident Recording

Notify the EYO or person-in-charge of the accident and record using the ELC accident form. Contact the parent/carer. Depending on the nature and seriousness of the injury the EYO or Senior Leadership Team (SLT) will decide when this should be done.

In all cases where the accident results in either a bump to the head, a bite or serious injury, the EYO must be informed and they will then notify the parent/ carer in all instances.

If the parent is not contacted at the time of the accident they will be informed about the incident as soon as possible in person or by telephone. In the case of a minor accident, an accident form will be filled in and the accident policy followed.

Cleaning up Bodily Fluids Procedure

It is important that staff protect themselves against HIV, Hepatitis B Virus, and other common infections by wearing PPE when cleaning up blood, vomit, urine etc.

All spillage areas should be supervised until cleansed to prevent other children coming into contact with bodily fluids. To do so, close off an area using chairs and designate a member of staff to observe the area until cleaning can take place.

TRANSPORTATION TO HOSPITAL/MEDICAL CENTRE OR OTHER HEALTH CARE PROVIDING CENTRE

Hospital/Medical Centre

In the event of a child requiring hospital attention the EYO or person in charge will decide as to who will accompany the child.

This may not always be the child's key worker but will definitely be a member of staff who knows the child well and whom the child has a strong child /carer relationship with.

In all cases, two members of staff will accompany the child.

Procedures which should be followed when a child requires hospital attention are as follows:

- Ensure that appropriate first aid has been carried out. Remember to wear PPE to avoid contact with any blood or bodily fluids.

- If you feel unable to cope with the situation get a colleague to support or take over. Contact the EYO or person in charge and notify them of the situation. They will then make the decision as to whether or not to call an ambulance if necessary.
- The EYO will contact the parents as soon as possible to make them fully aware of any situation. If the parents are not able to be contacted then the first emergency contact stated on the child's enrolment form should be notified. They may choose to meet the child at ELC and take them for medical treatment themselves, meet staff at the hospital, or indeed be happy to leave the child in ELC's care. The decision is often dependant of the severity of the injury/illness.
- Remain calm and reassure the child throughout.
- Always remember that an accident form must be completed.
- The members of staff accompanying the child should take a mobile phone with them to contact ELC to keep them updated. The child's care plan and any regular medication should also accompany the child if it is necessary to transport them to hospital/ medical centre or other health care providing centre.
- Any accident requiring a doctor's or hospital treatment must be recorded and reported to the Care Inspectorate.
- Any accident requiring hospital treatment must be recorded and reported to RIDDOR. See more information about when to contact RIDDOR at <http://www.hse.gov.uk/riddor/riddor.htm#what>.

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Swinton Early Learning and Childcare Centre

Sickness and Illness Policy

Our school policy sits in line with current national and SBC guidance.

Aim

To ensure that if a child becomes ill and is unable to participate during an ELC session, their parent/carer will be contacted as soon as possible. Whilst waiting to be collected, the child will be cared for in a quiet, calm area with a member of staff.

Children should not attend ELC if they are unwell. It is our policy to contact the child's parent/carer and request their child is collected from ELC as soon as possible. Should the Early Years Officer (EYO) consider any child to have a medical emergency a 999 call will be made and the Emergency Medical Procedure Policy will be adhered to.

The following procedures will be used to ensure the welfare of all children within our ELC:

Should a child have an infectious disease that has an exclusion period, they must not attend ELC until the end of the exclusion period. Please see Exclusion Periods at the end of this policy.

It is vital that we follow the advice given to us by our registering authority and exclude specific contagious conditions, e.g. sickness and diarrhoea, and chicken pox to protect other children in our ELC. Illnesses of this nature are very contagious and it is unfair to expose other children to the risk of an infection.

If a contagious infection is identified in our ELC, all equipment and resources that may have come into contact with a contagious child will be cleaned and sterilised thoroughly to reduce the spread of infection.

If your child has any symptoms of COVID-19. Scottish Borders Council policy will be followed and the correct procedure put in place.

**ELC has the right to refuse admission to a child who is unwell.
This decision will be taken by the Early Years officer and is non-negotiable.**

Parents are requested to regularly check their children's hair for head lice. If a parent finds that their child has head lice, we would be grateful if they could inform ELC in order that other parents can be alerted to check their child's hair.

Meningitis Procedure

If a parent informs ELC that their child has meningitis, the Early Years Officer will contact the Infection Control (IC) Nurse for their area and Care Inspectorate. The IC Nurse will give guidance and support in each individual case. If parents do not inform ELC, we will be contacted directly by the IC Nurse and the appropriate support will be given.

Notification of Absence

Parents are required to telephone ELC if their child will not be attending their session for any reason. We would appreciate when you telephone that you tell us the name of your child and the reason why they are not attending, as we may in instances of illness have to inform other parents.

Parents/ carers also have the responsibility to ensure that the contact information held by ELC is accurate and up to date. We will attempt to make contact using all emergency details given until we are able to ensure that your child is safe and well, in line with Care Inspectorate guidelines.

Exclusion Criteria for Childcare Settings – Recommended time to be kept away from ELC:

- Any child who is unwell should not attend, regardless of whether they have a confirmed infection.

- Children with diarrhoea and/or vomiting should be excluded until they have had no symptoms for 48 hours after the last episode of diarrhoea and/or vomiting.
- Coughs and runny noses alone need not be a reason for exclusion but if the child is unwell they should not attend.
- Skin rashes should be professionally diagnosed and a child should only be excluded following appropriate advice.

If an outbreak of infection is suspected the local Health Protection Team (HPT) should be informed.

If you have any questions, contact Health Protection Scotland on 0141 300 1100.

INFECTION/ VIRUS EXCLUSION NOTES

Diarrhoea and Vomiting Illness

General advice - Exclude until 48 hours after the diarrhoea and/ or vomiting has stopped. Depending on the specific infection, exclusion may apply to:

- Young children
- Those who may find hygiene practices difficult to adhere to
- Those who prepare/handle food for others

Your local HPT will advise. Diarrhoea is the passage of three or more loose or liquid stools per day, or more frequently than is normal for the individual. If blood is found in the diarrhoea then the patient should get advice from their GP.

Common Infections

- Norovirus
- Salmonella

48 hours from last episode of diarrhoea and vomiting. Discussion should always take place between Campylobacter the HPT and nursery.

Less Common Infections

- Cryptosporidiosis - 48 hours from last episode of diarrhoea and vomiting. Exclusion from swimming is advisable for 2 weeks after diarrhoea has settled.
- E.Coli O157 - Your local HPT will advise.
- Shigella (Bacillary Dysentery) - Your local HPT will advise.
- Enteric Fever (Typhoid & Paratyphoid) - Your local HPT will advise.

Respiratory Infections

Coughs/ colds: Until recovered. Consider influenza (flu) during the winter months.

Flu (influenza): Until recovered. Severe infection may occur in those who are vulnerable to infection.

Tuberculosis (TB): Consult with your local HPT. Not easily spread by children. Requires prolonged close contact for spread.

Whooping cough (Pertussis): 5 days from commencing antibiotic treatment or 21 days from onset of illness if no antibiotics given. Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks. Your local HPT will organise any contact tracing.

Rashes/Skin Infections/Diseases

Athletes Foot: None. Athlete's Foot is not serious. Treatment is recommended,

Chickenpox (varicella zoster): 5 days from onset of rash. Pregnant staff should seek advice from their GP if they have no history of having chickenpox. Severe infection may occur in vulnerable children.

Cold Sores (Herpes simplex virus): None. Avoid kissing & contact with the sores. Cold sores are generally a mild, self-limiting disease.

German Measles (rubella): 6 days from onset of rash Preventable by immunisation (MMR X 2 doses) Pregnant staff should seek advice from their GP,

Hand, Foot & Mouth: None. Contact your local HTP if a large number of children are infected.

Impetigo: Until lesions crusted/healed or until 48 hours after antibiotic treatment is started.

Antibiotic treatment may speed healing and reduce infectious period.

Measles: 4 days from onset of rash. Always consult with HPT Preventable by immunisation (MMR X2 doses). Pregnant staff seek advice from GP.

Molluscum contagiosum: None. A self-limiting condition.

Ringworm (Tinea): Exclusion not usually required. Proper treatment by the GP is required.

Roseola (infantum): None

Scabies: Child can return after first treatment. 2 treatments 1 week apart for cases. Contacts should have same treatment. Include the entire household and any other close contacts. If further information is required, contact your local HTP.

Scarlet Fever: 24 hours after commencing antibiotics, Antibiotic treatment recommended for the affected child,

Slapped Cheek Syndrome (Erythovirus B19): None. Pregnant staff should seek advice from their GP. Severe infection may occur in vulnerable children.

Shingles: Exclude only if rash is weeping and cannot be covered e.g. with clothing. Can cause chickenpox in those who have not had chickenpox. Pregnant staff should seek advice from their GP.

Warts and Verrucae: None, Verrucae should be covered in swimming pools

Other Infections

Conjunctivitis: None, if outbreak occurs, contact local HPT.

Diphtheria: Exclusion will apply. Always contact with local HPT. Preventable by vaccination. Your local HPT will organise all contact tracing.

Glandular fever: Until the child/ Adult feels well.

Head Lice: None. Treatment is recommended only in cases where live lice have definitely been seen. Close contacts should be checked and treated if live lice are found

Hepatitis A or E: Exclude until 7 days after onset of jaundice (or seven days after symptom onset if no jaundice). Your HPT will advise.

Hepatitis B or C: None, Blood borne viruses that are not infectious through casual contact.

Meningococcal meningitis/ septicaemia: Until recovered. Your HPT will advise. Meningitis C is preventable by vaccination. There is no reason to exclude siblings and other close contacts of a case. Your local HPT will provide advice for staff and parents as required and organise all contact tracing.

Meningitis *due to other bacteria: Until recovered, Hib and pneumococcal meningitis are preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. Your local HPT will give advice on any action needed.

Meningitis viral: Until recovered Milder illness. There is no reason to exclude siblings and other close contacts.

Mumps: Five days from onset of swollen glands, Preventable by vaccination (MMR x 2 doses)

Threadworms: None. Treatment is required for the child and all household contacts.

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Swinton Early Learning and Childcare Centre

Sun Protection Policy

Our school policy sits in line with current national and SBC guidance.

Aims

To ensure good practice is adhered to with regard to sun protection for our children. Swinton ELC recognises the risks associated with overexposure to the sun. To help prevent dehydration, sun burn, sun stroke and skin cancer, we will teach, encourage and support children, parents and staff to be safe in the sun. During summer months (April to October) or un-seasonably warm weather, we will ensure that the following guidelines are adhered to whenever possible.

Education

- All children will be involved in a discussion, appropriate for their age and understanding, at the start of summer about sun protection and the risks.
- Parents and carers will be required to complete the sun cream application consent. This will then be stored in the child's Care Plan.
- The nursery garden will provide shade where appropriate. Children will be encouraged to use the shaded areas during playtimes.

Clothing

- The children will be encouraged to wear clothes that provide good sun protection (sun hats etc).
- Parents/carers will be duly informed of the importance to provide the nursery with the appropriate clothing/headwear.

Drinking water

- Children are encouraged to increase their water intake in hot weather and are encouraged to do so in outdoor areas also.
- Parents are encouraged to provide their child with a water bottle which they have access to at all times (both indoors and outdoors).

Sunscreen

- Parents and carers should apply sun cream to their child at home before they come to nursery and staff will supervise the child in re-applying it during the day when necessary.
- Parents are required to give written permission for sun cream to be applied to their children.
- Parents are required to provide the nursery appropriate sun cream for their children.
- All sun cream must be clearly labelled with your child's full name. Staff will then add on the date it is opened.

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Swinton Early Learning and Childcare Centre

Fire and Security Policy

Our school policy sits in line with current national and SBC guidance.

Fire

Fire drills take place regularly. All children know what to do in the event of the fire alarm. Staff have a fire register (updated daily) which they take outside with them.

- Go to the outside door as soon as the alarm goes.
- Walk sensibly to ensure no one falls.
- Follow adult to the playground outside ELC.
- Stand in a straight line so children can be counted.
- Only re-enter ELC when Headteacher or Fire Brigade say it's safe to do so.

Security

The ELC setting is secure, and staff conduct regular head counts to ensure all children are within the ELC perimeter.

- The door leading to the garden is open during the day to allow for free flow.
- The gates between the school perimeter and garden area are closed at all times and children cannot open them.
- The centre area in the outdoor provision is fenced to ensure children stay within the ELC perimeter.
- ELC staff ask parents to provide a 'password' in case someone new picks up the children. Staff have a photo of the main adults who pick up the children.

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Swinton Early Learning and Childcare Centre

Swinton ELC Outings Policy

Our school policy sits in line with current national and SBC guidance.

Aim

To ensure that all outings are undertaken with the prime aim of safety and enjoyment for all. To ensure the children receive the same high standard of care and interaction they receive in the ELC.

General outing rules

- A risk assessment must be carried out prior to ELC staff taking children on outings.
- Children must always be appropriately dressed/ protected from the weather.
- All children must wear a high visibility jacket on outings.
- Avoid busy roads where possible and always cross at a safe place (the safest routes will be detailed in the risk assessments).
- Written permission must be obtained from all parents prior to external outings out with the school grounds. Written permission should contain the following details; location of trip, date of trip, times of trip, parental consent, parent's emergency contact on the date of the trip.

Regular Walks or Trips in the Local Area

- ELC staff like to take the children on walks or visits to facilities in the local area – for example the park. Outings must always be for the benefit of the children.
- All parents must sign a consent form that asks for their permission in advance where children will be taken on local walks. In all cases where the trip will be a distance of more than 2 miles from ELC, parents will be asked in advance for additional permission.
- In advance of any planned local excursion ELC staff must review the current risk assessment ensuring all requirements have been met.

In Case of Emergency

In the case of a life threatening situation, the Early Years Officer (EYO) must call 999 immediately. Then, after doing so, they must call the school who will be able to get in touch with the parents.

Other Outings

- When taking the children on trips further than a walk or visit in the local area, the following rules apply.
- Meeting points must be pre-designated and times arranged when all the party should assemble. These must be strictly adhered to.
- The children must be counted before setting off (on the coach if used) and counting must be on-going at regular intervals throughout the outing. If the group is broken up into sub-groups, a designated person in charge must be assigned and that person is responsible for counting the children at regular intervals.

Personal Care

- Toilet facilities must be provided for the children at regular intervals.
- Spare clothing should be taken for any child who requires it.

Meals/Drinks

- Food and drinks must be provided at similar times to those in ELC and additional drinks should be offered if the weather is warm or if energetic exercise is part of the day.
- Children's dietary requirements should always be adhered to.

Transport

Transport must be:

- Pre-booked where appropriate.
- Fully insured.
- Have prearranged drop off/pick up times and destinations.
- The maximum seating capacity of the vehicle must not be exceeded.
- Children and staff/volunteers should use seatbelts at all times.

Lost Child Procedure

When the ELC's policies and procedures are being observed the likelihood of a child being lost is minimal. Should a child become separated from the group:

- Alert the EYO who will make enquiries as to when the child was last seen and where.
- Remember the safety of the other children, with regard to supervision and security.
- Ensure the remaining children are sufficiently supervised and secure, one or preferably two members of staff should search the building, garden, trip area and immediate vicinity.
- If the trip is to a place of interest, contact the security centre/information desk and ask for help.
- If the child cannot be found within fifteen minutes then the Head Teacher must be informed.
- The Head Teacher will then inform the child's parents if the child is not located within 30 minutes of them going missing.
- Staff must continue to search, opening up the area, keeping in touch using mobile phones if available.
- The police will be informed and all the remaining children will be returned to ELC.

In all cases where a child has been separated from the group for a period of time, their parents will be informed.

Investigation – Lost Child

Once the situation has been resolved, staff should, on their return to the ELC, review the incident. An investigation should be carried out to ensure measures are put in place to prevent any recurrence.

The following procedure should be used to carry out an investigation where a child has been lost;

The Head Teacher and Early Years Officer will carry out a full investigation taking written statements from all staff members and adults who were on the outing.

The key person/member of staff will write an incident report detailing:

- The date and time of the report;
- Which staff members/children were in the group/outing;
- When the child was last seen in the group/outing;
- The time it is estimated the child went missing.

A conclusion will be drawn as to how the breach of security happened and the appropriate risk assessment/policy will be amended to ensure there is not a repeat of the incident.

If the incident warrants a police investigation all members of staff are required to co-operate fully. In this case, the police will handle all aspects of the investigation, including, interviewing staff. Social Services may be involved if it seems likely that there is a child protection issue to address.

The incident will be reported under RIDDOR arrangements and recorded in the incident book; the Local Authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.

SCSWIS will be informed.

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Swinton Early Learning and Childcare Centre

Procedure to be used if a child goes missing

Our school policy sits in line with current national and SBC guidance.

Aim

Staff to be made aware of guidance from the Care Inspectorate in the form of SIMOA. SIMOA posters are displayed as a reminder for existing and new staff in the cloakroom.

Although all staff have a responsibility at all times for ensuring the gates are shut and secure after all parents have dropped off their children. Special attention given when children have been dropped off late or collected earlier than the usual times.

Adult to child ratios must be adhered to therefore staff are unlikely to leave the nursery to assist in looking for any missing children.

Step 1 – Notification

If you have been told that a child is missing, please inform the Headteacher immediately.

Step 2 – Informing the Police

The police will be contacted by the Headteacher as soon as it is known that a child is missing. Once contacted, the police will usually take over the responsibility for conducting a search.

Step 3 – Preparation

The Headteacher will co-ordinate the school's response from the school office. Available staff will gather to assist.

Step 4a – Searching the building/surrounding area

A search of the building and grounds will take place immediately with each area being checked at least twice:

- A member of staff will check the ELC room, cupboards and toilets
- A member of staff will check the ELC outdoor space

Step 4b – Telephoning

If parents are unaware that their child is missing, the Headteacher will contact them at an appropriate point. This will usually be at the point a search of the building and grounds has proved unsuccessful.

Step 5 – Widening the Search

If a search of the building/grounds is not successful, a search of the surrounding area will begin.

If a car is used for this then two people should go together – one to drive and one to look. All drivers should exercise their usual caution while doing this.

Recording Details

The Headteacher will record any relevant information.

Staff Roles

The Headteacher will be based in the school office throughout and will be responsible for:

- Co-ordinating the ELC response
- Informing parents
- Informing the police
- Recording relevant details

- Informing the Care Inspectorate

Early Years Officer

Will be responsible for providing information about the child and any other relevant information

Other staff members

To be vigilant and pass on any relevant information

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Swinton Early Learning and Childcare Centre

Positive Relationships Policy

Our school policy sits in line with current national and SBC guidance.

School Rules

Staff worked with the children to come up with a set of rules which they follow when in the ELC setting.

- Be kind to our friends and listen
- Keep hands, feet and objects to yourself
- Walking feet inside, running feet outside
- Take turns and share
- Inside voice for inside, outside voice for outside
- Tidy up when we have finished playing

If children are not following the rules than staff talk to them about their actions. If this does not work, staff encourage children to move away from the situation and engage them somewhere else. If a child has hurt another child then staff talk to them about the situation and encourage them to think about how their actions affect other people, and make them feel.

Management are made aware of any serious incidents.

Rewards

- Positive interactions and praise
- Stickers
- Star Pupil award – children’s photos are displayed in the main school building to ensure equity in awards given

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Swinton Early Learning and Childcare Centre

Promoting Positive Behaviour Policy

Our school policy sits in line with current national and SBC guidance
Children and Community Achieving Together

Aim

To ensure that every child in our care receives positive support from staff when dealing with inappropriate behaviour in order to get it right for every child.

At Swinton ELC, children are supported and encouraged to respect themselves and each other, express their emotions through play and discussion and provide their own solutions when situations of conflict arise.

Our values are kind, safe and happy, learning and challenge, and working together and these values are the framework upon which our Positive Behaviour Policy is built. All staff interaction with children is values-based and expectations are reinforced through discussion of our values.

In supporting this staff will:

- Take every opportunity to promote children's emotional wellbeing and social development and ensure all children feel safe and valued.
- Employ strategies that are effective in supporting children's behaviour and understand the importance of adopting different strategies to support children's individual needs.
- Be positive role models for all children and use positive reinforcement strategies at all times, referring to the values.
- Use positive, values-based language and discussion to redirect unacceptable behaviours into appropriate behaviour. Encourage children to provide solutions to conflict through discussion with their peers and with support from other staff.

The Role of the Early Years Officer

To liaise with parents, ELC staff and other professionals to ensure children's behaviour is managed effectively in order that they are making progress in their development to reach their full potential.

- The Early Years Officer (EYO) has overall responsibility for behaviour management instances
- The EYO will liaise with parents, ELC staff and other professionals in a respectful way, ensuring privacy and confidentiality.
- The EYO will offer advice and guidance to ELC staff and parents/carers
- When appropriate, the EYO will organise and chair meetings, with support from SLT (Senior Leadership Team) when necessary.
- The EYO will ensure any action taken is timely and consistent.
- The EYO and all staff will take account of an awareness of a situation and current stage of development of the child.
- The EYO will ensure that ELC staff are supported in managing children's behaviour through implementing ELC's Promoting Positive Behaviour Policy.
- The EYO will ensure that all staff are following this procedure and ensure all staff record and monitor incidents of unacceptable behaviour correctly.
- The EYO will ensure staff are accessing further training.
- The EYO will ensure new employees are provided with training on this policy.
- The EYO will ensure this policy is maintained and review the appropriate policies and procedures every year.
- The EYO will maintain an open and transparent environment which ensures staff are confident in reporting poor practice.
- The EYO will ensure staff feel able to ask for support in managing a situation effectively.

- The EYO will support and help to develop staff by informing them immediately of any unacceptable or poor practice that is observed. Poor practice should not be left for someone else to deal with; it should be dealt with at the time of the incident. The lead person who has observed the situation must tell the individual involved in a confidential and supportive manner.
- If any member of staff observes poor practice in the absence of the Early Years Officer they should inform a member of the Senior Leadership Team (SLT).

Acceptable Language

At all times, staff should show respect for children and their individuality. All staff have personal responsibility for their own behaviour and for ensuring that they comply with the policy. There are a number of things that staff can do to help support children in a positive way, such as:

- Set a positive example by treating others with respect and demonstrating the values of ELC at all times.
- Be aware of ELC's Positive Behaviour Policy and comply with it.
- Ensure they do not make negative or discriminatory personal comments.
- Ensure they do not accept behaviour that may be offensive when directed against you or others, and take positive action to ensure that it is challenged and/or reported.
- Be able to ask a colleague for help and support when carrying out their duties.

The Importance of Attitude

Staff should be aware of their attitude when dealing with colleagues and children. Care should be taken to ensure that when dealing with challenging behaviour staff respond sensitively and appropriately. Remember, often it is not what is said but how it is said.

Behaviour Management Procedure

The best way to teach young children good behaviour is by practising it ourselves - by being positive role models and using values-based language to support and redirect unwanted behaviours. When a child does something that is not safe or beneficial for them or others, we redirect the behaviour by gently guiding them toward positive alternatives. Should a child demonstrate behaviour that is unacceptable, for example being unkind to others, being disruptive in a group, or causing physical injury to others, staff will use behaviour management strategies that are appropriate to the child's age and stage of development and individual needs, these strategies may include:

- Distraction.
- Encouraging the child to play in another area.
- Identifying and explaining to the child why the behaviour is unacceptable, referring to ELC Values and explaining what the consequences are of their words or actions. Offer and encourage the child to make a positive choice.
- Ignoring some attention seeking behaviours, provided the safety of the child and that of others is not at risk. Praise is given to positive behaviours.
- Offering an alternative choice. For example, 'You can either tidy up with your friends now or put the puzzles away by yourself'. Also, 'Either you can wash your hands or let's wash our hands together'. The child still has a choice, with both choices having a positive outcome.
- If a child hurts another child, the child who has been hurt should always be attended to first. Staff can ask a colleague for support.

Working with Parents

Parents will be informed of any behaviour management incidents and ELC staff will explore with the parent the reason for the behaviour and how the behaviour will be managed in the future. This will assist the parent/carer and the ELC team to maintain a consistent approach to managing the behaviour.

Physical Intervention

Staff must not physically remove a child from an area. Instead they will try gentle discussion, negotiation, distraction, support or direction to reason with the child. Physical intervention should only be used in exceptional circumstances, i.e. where it is necessary in order to prevent a child from injuring themselves or others or causing

serious damage to property or other situations that are regarded as exceptional circumstances. In this instance employees should follow the acceptable removal advice below.

Acceptable Removal

There may be instances where it will be necessary to remove a child from an area. Staff are reminded of the following:

- Only remove a child from an area if she/he is at imminent risk of causing damage to her/himself other children or staff. Lift them around the torso, from behind and place them gently in a safe area with cushions.
- Do not hold a child on any joints.
- An accurate record of the incident must be documented and the Early Years Officer should be advised of the incident. This will then be reported to the parent at pick up time.
- If the child is having a tantrum and is not listening to you or does not want your support, then, as long as they are safe from harming themselves or others and are supervised, let them have the tantrum; it is a stage of development that some children go through.
- It is important to seek help from another member of staff when faced with this kind of situation.

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Signed by all staff	

Swinton Early Learning and Childcare Centre

Confidentiality Policy

Our school policy sits in line with current national and SBC guidance.

Aim

We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. It is our intention to respect the privacy of children and their parents and carers, whilst ensuring that they access high quality Early Learning and Child Care in our setting.

Confidentiality

- Staff will not discuss personal information given by parents/carers with other members of staff, except where it affects planning for the child's needs.
- No details regarding the ELC, children and their families will be discussed outside the ELC environment.
- If a minor incident of negative behaviour has occurred during the ELCC day, the parent will be asked to come to a quiet, private area of the playroom and have a conversation about this. Where this is not possible due to covid-19 regulations or the child is being collected by someone other than a parent the EYO will phone the parents to make them aware if necessary. Positive behaviour the child has displayed that day will also be shared.
- If negative behaviour is more serious or prolonged, the parent will be requested to attend a meeting in the ELC at a time of their convenience. This meeting would normally be attended by the Early Years Officer, Head Teacher, Deputy Head Teacher.
- Staff can discuss the parent's own child but not discuss or allow access to any information about another child.
- Confidentiality will be respected by all members of staff, students on placement and volunteers in ELC.
- Students and volunteers, when they are observing in the setting, are advised of our confidentiality policy and required to respect and adhere to it.
- If an employee is made aware of a child protection issue, they must speak to the designated Child Protection Officer, which is Mrs Berrett, Head Teacher or, in the event of her absence the Deputy Head Teacher, Mrs Watson. Staff must not discuss Child Protection matters with any other employee.

Children's Photographs

- Wall displays in the nursery will include only a child's forename.
- Parent's permission is requested for the use of photographs on our website, for public relations purposes or video for external and/or internal use.
- At ELC events such as Christmas parties and sports days we do allow parents to use their own cameras/video cameras to record special moments. If you do not wish your child to be photographed at these events, regrettably it may mean they are unable to take part.

Lists of children's names

Parents often request a list of the ELC children for the purposes of Christmas card lists, parties etc. Staff are unable to provide a list of names. If children are able, they can copy down the names of the other children in the setting and this can be given to parents.

All the undertakings above are subject to the paramount commitment of the setting, which is the safety and well-being of the child.

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Swinton Early Learning and Childcare Centre

Complaints Procedure

Staff at Swinton Early Learning and Childcare Centre welcome discussion with parents and hope that such open dialogue can eliminate any misunderstandings that may occur. However, if you have an unresolved concern or complaint please contact a member of staff to arrange a meeting to discuss the matter more fully.

If you still have a concern, Mrs Berrett, Head Teacher, can be contacted through the school office on:

01890 860237

If required, a formal complaint form is available from the school office. If your concern or complaint has not been resolved to your satisfaction, you may contact the Department of Education and Lifelong Learning at Newtown St Boswells on:

01835 824000

If you wish to make a complaint about out service to the Care Commission, they can be contacts at:

**Care Inspectorate,
Compass House,
11 Riverside Drive,
Dundee,
DD1 4NY**

Telephone: **0345 600 9527**

Email: enquiries@careinspectorate.com

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