

Enabling a Safe & Healthy Environment



Inspiring and nurturing young minds

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Administering Medicine Policy

It is the policy of Little Companions that children who are suffering from illness should not be brought into the nursery. This is to ensure the welfare of both the child who is ill and the rest of the children in the nursery. Children who are ill should be cared for at home until they are well enough to return to nursery. However, in order to maintain health and wellbeing and to help children who are recovering from an illness, the nursery will agree to administer medication. Where possible, medication timing should be arranged so that parents can administer medicine. The nursery will only administer medication when not administering the medication in the nursery would be detrimental to the child's health. If a child has not had a medication before, parents should keep the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect.

It is the responsibility of the key person to correctly administer medication to children for whom he/she is key person. The key person should ensure that parents have filled in a medication consent form, that medicines are labelled and stored correctly, to keep record of any medication administered and to ensure that medication is administered correctly. If the key person is absent then the nursery manager assumes responsibility for administering medication.

Procedure for Administering Medication

- Only prescribed medication can be administered to children.
- Staff should check that the medicine is not out of date and is prescribed for the current condition.
- The medicine should be stored in its original container, must be clearly labelled and contain prescribers instructions for administration.
- Medicine should be stored in the kitchen and should be inaccessible to the children.
- Parents fill in and sign a medication consent form.
- Medication is administered by the child's key person
- Each time medicine is administered a record must be made in the medication book; each record must be signed by the member of staff who administered the medicine and the parent of the child.
- If administration of medicine requires technical/medical knowledge then individual training should be provided for the member of staff responsible for administering the medication by a qualified health professional. Training should be specific to the individual child concerned.
- Children should not administer medication themselves. In cases where children can understand when they require medication, for example, Asthma, they are instructed to tell their key person who should supervise the child and assist.

Procedure for the Storage of medicines

- Any medication should be stored in a marked plastic box, in the kitchen cupboard or refrigerated (if necessary). Staff should check products instructions for storage and store accordingly.
- The key person is responsible for returning medication to parents at the end of a session.
- If the medication is ongoing then it can be kept in the nursery and used when required. The key person should check regularly that any regular medication is not out of date and return medication to parent if it becomes out of date.

Procedure for long-term medical conditions and on-going medication.

- On registering a child at the nursery, parents fill in a registration form where they are asked about any medication or illness in regards to the child.
- If a child has a long-term medical condition or requires on-going medication information should be gained about the condition to better understand the child's needs. Information about medication the child requires and may need to take in the setting and support the child may require should be acquired from the parents. Information should be stored in the child's personal file.
- Parents should be shown around the setting, understand the routine and activities and point out anything they think may be a risk factor for their child.
- A health care plan for the child is drawn up with the parent, outlining the key person's role and what information must be shared with other members of staff. This should include measures to be taken in an emergency. This should be reviewed every six months or more if necessary, this includes reviewing changes to medication or dosage, any side effects noted, etc. Parents receive a copy of the health care plan and each contributor, including the parent signs it.

Managing medicines on trips and outings

- Medication for a child is taken in a sealed plastic box, clearly labelled with the child's name and the name of the medication. Inside the box there should be copy of the consent form and a paper to record when it has been given and other details noted in medication record book.
- On returning to the nursery the paper should be stapled into the medication record book and the parents are asked to sign it.
- If a child on medication has to be taken to the hospital, the child's medication is taken in a sealed plastic box clearly labelled with the

child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.

Cleaning and checking equipment- guidance for staff

All equipment will be checked once purchased and before laid out in the playgroup. Practitioners in charge of an area on each day will check their equipment for this area as they set up. Any equipment which is damaged and unsafe for the children will be removed and replaced.

Cleaning of equipment will happen on a 2 weekly basis. Staff in charge of their areas on the day of cleaning will wash the equipment as appropriate as they tidy up for the day. Some items may be required to be taken home and put through the washing machine and this will be carried out at the end of each month. There will also be a cleaning rota for the all the general areas of the premises.

Fire Drill

All staff are required to know what to do in the event of a fire and upon hearing the fire alarm.

IF YOU DISCOVER A FIRE –

1. Immediately evacuate all children, staff, visitors and contractors from the building by way of the nearest FIRE EXIT, i.e. the side door in the main play hall
2. Dial 999 and ask for the fire to the fire brigade to report your situation.
3. Inform your supervisor that you have contacted the fire brigade.
4. Under no circumstances are you to return to building until it has been confirmed safe to do so by the fire brigade.

IF YOU HEAR THE FIRE ALARM-

1. Immediately evacuate all children, staff, visitors and contractors from the building by way of the nearest FIRE EXIT, i.e. the side door in the main play hall
2. Walk quickly and safely down the stairs - DO NOT RUN.
3. Children should be calmly escorted to the assembly point into the middle of the green at the front of the building. Children must be accompanied by a practitioner at all times.

4. SLEEPING CHILDREN: The staff member in the quiet area is responsible for the safe evacuation of the sleeping/children.
5. The register will be taken by the manager.
6. Remain at the assembly point until instructed otherwise.
7. Do not return to the building for any personal belongings.

IF SAFE TO DO SO COLLECT THE FIRE BAG WHILST EXITING THE BUILDING – DO NOT UNDER ANY CIRCUMSTANCES GO BACK INTO THE BUILDING FOR THIS UNLESS IT IS CONFIRMED SAFE TO DO SO BY THE FIRE BRIGADE - IF MEDICAL ASSISTANCE IS REQUIRED PLEASE CONTACT THE MEDICAL SERVICES AND ACT ACCORDINGLY

CONTENTS OF THE FIRE BAG

- Fire book including all children's parents/carers phone numbers.
- Emergency money.
- Emergency blankets.
- Emergency medication for children who may suffer from conditions such as asthma/ diabetes.

Fire safety

- The setting manager has access to, or a copy of, the fire safety procedures specific to the building and ensure they align with these procedures. The setting manager makes reasonable adjustments as required to ensure the two documents do not contradict each other.

Fire safety risk assessment

02.1a Fire safety risk assessment form is carried out in each area of the setting by a competent person using the five steps to fire safety risk assessment as follows:

1. Identify fire hazards

- Sources of ignition.
- Sources of fuel.
- Sources of oxygen (including oxygen tanks for disabled children).

2. Identify people at risk

- People in and around the premises.
- People especially at risk including very young babies, less ambulant disabled children or those using specialised equipment, such as splints, standing frames.

3. Evaluate, remove, reduce and protect from the risk

- Evaluate the risk of the fire occurring.
- Evaluate the risk to people from a fire starting on the premises.
- Remove and reduce the hazards that may cause a fire.
- Remove and reduce the risks to people from a fire.

4. Record, plan, inform, instruct, train

- Record significant findings and action taken.
- Prepare an emergency plan.
- Inform and instruct relevant people; inform and co-operate with others.
- Provide training.

5. Review

- Keep assessment under review and revise when necessary.

The fire safety risk assessment focuses on the following for each area:

- Electrical plugs, wires, sockets.
- Electrical items.
- Gas boilers.
- Cookers.
- Matches.
- Flammable materials, including furniture, furnishings, paper etc.
- Flammable chemicals (which are also covered in COSHH).
- Means of escape.
- Any other, as identified.

Fire safety precautions include:

- All electrical equipment is checked by a qualified electrician annually.
- Any faulty electrical equipment is taken out of use and recorded as such or condemned (whichever is necessary).
- Sockets are covered. This is different to using plug sockets inserts, a socket cover, covers the whole socket, including the switch and is safe to use.

- Water and electrical items do not come into contact; staff do not touch electrical items with wet hands.
- All fire safety equipment is checked annually.
- Gas boilers and cookers are checked and serviced annually by a Gas Safe registered engineer (if used).
- If matches are used in the kitchen, they are kept in a drawer.
- Oxygen tanks.

Fire Drills

- Fire Drills (to include emergency evacuation procedures and lock down) are held at least termly.
- Drills are recorded, including:
 - date of drill
 - staff involved and numbers of children
 - how long it took to evacuate
 - any reason for a delay in achieving the target time and how this will be remedied

Fire precautions

- Fire exit signs are the green 'running man' signs and are in place and clearly visible.
- Fire exits by doors are those that show a green light at night.
- Fire doors are not locked during normal working hours.
- Fire evacuation notices are in every room; these are displayed in print large enough to read from a short distance. They say where the assembly point is.
- Fire alarms are in place and tested monthly, and where necessary supplemented with visual warnings. This is recorded.
- Smoke alarms are in place and tested monthly. This is recorded.
- A fire blanket is in place in the kitchen (and any other location where there is a cooker).
- Fire extinguishers are in place and are appropriate

Further guidance

[Dynamic Risk Management](#) (Alliance Publication)

[Fire Safety Record](#) (Alliance Publication)

First Aid Policy

At Little Companions our staff are professionally trained to carry out first aid involving a child or an adult. All staff and long term volunteers are first aid trained and new members of the team are places on first aid training upon starting their preschool post. This ensures that both on the premises and outings, there are multiple first aid trained staff.

Procedures

- A first aid kit is kept in the nursery. This is kept in a cupboard is put out of the reach of children but at the same time remaining accessible to all adults. There is also a first aid kit kept in the main hall at a high distance away from the children's reach
- The first aid kit is checked regularly to ensure that it is fully equipped and if anything is used it is immediately replaced.
- The first aid kit contains,
 - Triangular bandages
 - Small, medium and large sterile dressings

- Plasters in assorted sizes
- Sterile wipes
- Sterile eye pads
- Bandages
- Safety pins
- Guidance card
- In addition to the first aid equipment disposable plastic gloves and disposable plastic aprons are stored in the cupboard. A children's thermometer is kept alongside this equipment and a cold compress is stored in the refrigerator.
- No unprescribed medication is given to children in the nursery.
- During registration, parents complete a medical information form providing medical information and give consent for emergency medical treatment allowing staff to take their child to the nearest hospital to be examined or treated if necessary on the understanding that parents have been informed and are on their way to the hospital.

Food Hygiene

As part of the session we provide children with a healthy snack and serve the children their packed lunches at lunch time.

We ensure that only fresh food is purchased and served to the children. Food and drinks are stored appropriately, and the highest levels of food hygiene are maintained during the preparation of food.

Procedures:

- We have designated member of staff who has up-to date Food Hygiene training.
- The manager and the person responsible for food preparation understand principle of Hazard Analysis and Critical Control Point (HACCP). This is set out in the Safer Food Better Business. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- All staff follow the guidelines of Safer Food Better Business.
- Staff regularly attend food hygiene and health and safety training to be well informed and keep up to date with hygiene requirements of health and safety legislation.
- Daily kitchen opening and closing checks are carried out to ensure high standards of food hygiene are consistently met.
- We purchase food from reliable suppliers and we ensure that all food is fresh and in date.
- Food is stored appropriately and at the correct temperature.
- Food is checked to ensure that it is not subject to contamination by pests, rodents or mould.

- Packed lunches are stored in a cool place and are served to the children within 4 hours of preparation.
- Food preparation areas are cleaned with antibacterial cleaner before and after they are used.
- There are separate facilities for hand-washing and washing-up.
- All surfaces are clean and non-porous.
- All utensils, plates, bowls, cooking and preparation equipment are clean, checked regularly and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored in cupboards and out of the children's reach.
- Children do not enter the kitchen, unless an activity requires use of the kitchen and at which time children will be adequately supervised by members of staff.
- When children take part in cooking activities, they must be kept away from hot surfaces or hot water, electrical equipment such as blenders, dangerous equipment such as sharp knives or matches. Staff should help children explain the importance of washing hands and simple hygiene rules.

Reporting of food poisoning

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
- If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted.

Legal Framework

Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Further guidance

Safer Food Better Business (Food Standards Agency)

Health and Safety General Standards

Little Companions believes that the health and safety of children is of paramount importance. We make our setting a safe and a healthy place for children, parents, staff and volunteers.

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

Our member of staff responsible for health and safety is: Reema Juttla

She is competent to carry out these responsibilities and has undertaken health and safety training and regularly updates her knowledge and understanding.

We display the necessary health and safety poster in the nursery room.

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on the playgroup's notice board

Procedures:

Raising Awareness

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a no smoking and no vaping policy onsite, or outside within the vicinity of the preschool. There is no alcohol consumption within the premises or the locality around the preschool which can connect staff/volunteers to the setting.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- All warning signs are clear and in appropriate languages.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all cleaning chemicals in their original containers.

Windows

- Low level windows are made from materials that prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- Windows above the ground floor are secured so that children cannot climb through them.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.

Floors

- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area.

- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.

Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.

- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes play room(s), kitchen, rest area, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes.

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the manager and the chairperson or owner

Legal framework:

Health and Safety at Work Act (1974)

Management of Health and Safety at Work Regulations 1992

Electricity at Work Regulations 1989

Control of Substances Hazardous to Health Regulations (COSHH) 2002

Manual Handling Operations Regulations 1992 (as amended)

Health and Safety (Display Screen Equipment) Regulations 1992

Further guidance:

Health and Safety Law: What You Should Know (HSE Revised 2009)

Health and Safety Regulation...A Short Guide (HSE 2003)

Electrical Safety and You (HSE 1998)

Outing Policy

As part of our curriculum the children are taken for local walks, visits and trips, off the premises. Permission will be sought for all children to be included in such outings.

- Parents/carers will be informed in writing of any visits or outings and transportation involved. They will be asked to sign a consent form each time such an outing takes place.
- For local outings (for example, walk in the local area) we ask that the parents/ carers give their consent for the trips by signing the relevant section on our registration form. Where possible, staff will let parents/carers know in advance that their children will be attending a local walk/trip.
- A risk assessment will be carried out for each outing and staff will follow the specific procedures outlined below:
 1. Advise parents on the equipment needed for the trips, i.e. coats, rucksacks, packed lunch, etc.
 2. Operate a staff ratio of 1:2 and ensure at least two members of staff are present. Each adult will assume responsibility for the same children throughout the trip.
 3. Provide a designated person in charge, normally a senior staff member and a designated First Aider.
 4. In case of a child going missing the Lost/Missing Child Procedure will be followed.
- The staff members will:
 1. Ensure the staff to children ratio is maintained at all times.
 2. Take a list of the children/ register with them.
 3. Take a first aid kit.
 4. Take a mobile phone and contact number for staff and children.
 5. Take anything else deemed necessary for the comfort of the trip.
 6. Contact the nursery at least once whilst out, however, this will not be necessary when all the staff and children are on the trip and no one has stayed behind in the nursery.
 7. Ensure all children are wearing badge and/ wrist straps with the contact details of the nursery.
 8. Ensure wrist straps are used as an extra security measure where appropriate, e.g. children with special needs.
 9. Ensure all children not in a buggy are wearing florescent safety jackets.

10. Take the register of children attending the trip before setting off, on arrival, halfway through the visit, before departure and again back at the nursery.
11. Take head counts as deemed necessary throughout the trip.
12. Make provisions for children with learning difficulties and/or disabilities, and those speaking English as an additional language ensuring that their individual needs and safety are properly met whilst on the outing, e.g. by obtaining specific words in their first language, the use of pictures, photographs or signs to enhance their experience whilst on the trip.
13. Ensure any incident or accident that occurs on the outing is recorded in writing and parents are informed.
14. Inform Ofsted and/or Local Health and Safety Executive of any serious incident or accidents.
15. Follow the nursery's code of conduct and maintain the nursery's high standards of care and professionalism whilst on outing and trips.

Use of vehicles for outings.

When planning a trip or outing using vehicles, records of vehicles and drivers including licenses, MOT certificates and business use insurance will be checked by the nursery manager.

If a vehicle is used for outings the following procedure will be followed:

- Ensure written consent has been obtained for all children from parents/carers.
- Ensure vehicles are fitted with seatbelts, child seats, booster seats and air bags are correctly used.
- Ensure the maximum seating is not exceeded.
- All children will be accompanied by the staff members.
- No child will be left in the vehicle unattended.
- Care will be taken when leaving vehicles. Where possible, vehicles should be parked away from busy roads; children should enter and exit the vehicle on the pavement side.

Procedure to follow for all outings.

The staff member in charge of the outing will:

- Carry out risk assessment of the destination in advance of the trip. Should this be a destination that is frequently visited (e.g. local playground), staff will complete risk assessment once a year but be mindful of any safety concerns on every visit and update the risk

assessment as appropriate. The risk assessment must be counter signed by the nursery manager before the outing commences.

- Ensure an outing checklist has been completed before commencing the journey.
- Assign each child to an adult who will be responsible for the child throughout the outing. Ensure that both children and adults are made aware of this.
- Ensure all children hold hands with an adult whilst walking and that the group stays together as one unit at all times. Group should be led by the designated person in charge of the outing.
- Plan a safe walking route to the destination using approved pedestrian crossings.
- Ensure that each adult maintains a constant vigilance whilst at the destination, in particular keeping sight of the children for whom they are responsible.
- Outings will take place, so long as sufficient number of staff remains on nursery premises to maintain required adult to child ratios. This will be recorded on the nursery register.

Risk Assessment Policy

We believe that the children's welfare is paramount; this includes their health and safety. We make every effort to ensure that our nursery is a safe and healthy place for the children, staff and parents. We carry out regular risk assessments on all areas of the premises to ensure that hazards and risks are assessed and minimised and the nursery remains a safe and healthy environment.

Procedures:

- A risk assessment checklist is carried out every morning before the start of the session, during which every area of the premises is checked for hazards or risks that the children may come into contact with.
- This is in a checklist form and is carried out by a qualified and experienced member of staff, who signs the risk assessment to confirm that it has been carried out. If any concerns are raised a note is made on the risk assessment sheet and the manager is made aware of these concerns. Staff are made aware of any potential risks and measures are put into place to minimise the risks or hazards until they can be removed. Any hazards or risks are dealt with immediately.

- A detailed risk assessment is carried out every six months, this process covers adults and children and includes:
 - Checking for and noting hazards and risks indoors and outside, in the premises and for our activities.
 - Assessing the level of risk and who might be affected.
 - Deciding which areas need attention.
 - Developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- The risk assessment is reviewed once a year. When more staff are employed, important changes are made to the routine or new equipment purchased; the risk assessment should be reviewed and updated.

Safe manual handling of equipment-guidance for staff

Little Companions will comply with the Manual Handling Operations Regulations 1992 (as amended) which place a requirement on the employer and employee to reduce the hazards to health associated with the manual handling of loads. In accordance to this Little Companions will ensure:-

- Staff avoid hazardous Manual Handling Operations so far as is reasonable practicable.
- We assess any hazardous Manual Handling that cannot be avoided
- To reduce the risk of injury so far as reasonably practicable.
- Provide suitable and sufficient supervision, training and information to all staff on induction as well as periodic refresher courses.

Assessing manual handling risks

The following guidelines should also be taken into account on handling equipment and children. When assessing manual handling activities it is advised to look at four specific areas- Task, Individual, Load and Environment (TILE), key factors to consider in each element are:

1. THE TASK- Does the activity involve twisting, stooping, bending, excessive travel, pushing, pulling or precise positioning of the load, sudden movement, inadequate rest or recovery periods, team handling or seated work?
2. THE INDIVIDUAL- Do you require unusual strength or height for the activity, are you pregnant, disabled or suffering from a health problem. Is specialist knowledge or training required?
3. THE LOAD- Is the load heavy, unwieldy, difficult to grasp, sharp, hot, cold, difficult to grip, are the contents likely to move or shift?

4. THE ENVIRONMENT- Are there space constraints, uneven, slippery or unstable floors, extremely hot, cold or humid, clothing which is restrictive?

Basic Principles of Manual Handling

There are some basic principles that everyone should observe prior to carrying out a manual handling operation:

- Ensure that the object is light, stable and unlikely to shift or move.
- Heavy or awkward loads may require assistance, so please ask another suitable member of staff to help.
- Make sure the route is clear of obstructions
- Make sure there is somewhere to put the load down wherever it is to be moved.
- To stand as close to the load as possible, spread your feet shoulder width, bend your knees and try and keep the back's natural, upright posture
- Grasp the load firmly as close to the body as you can
- Use the legs to lift the load in a smooth motion as this offers more leverage reducing the strain on your back
- Carry the load close to the body with your elbows tucked into the body
- Avoid twisting the body as much as possible by turning your feet to position yourself with the load.

Key Legislative requirements

- The Health and Safety at Work etc Act 1974 sets out the general duties which employers have towards employees and members of the public, and employees have to themselves and each other.
- The Management of Health and Safety at Work Regulations 1999, generally make more explicit what employers are required to do to manage health and safety under the Act. Like the Act they apply to every work activity. The main requirements being that employers carry out a risk assessment.
- The Manual Handling Operations Regulations, 1992 (as amended), seek to prevent injury from the manual handling of loads. They establish a clear hierarchy of measures for dealing with risks from manual handling.

The manager will carry out risk assessments daily, annually and medially on the equipment and functional areas of the nursery to ensure staff are working in environment which is safe.

Health and Safety- Children's bathrooms/changing areas

- Children have their own bags for spare clothing and nappies/pants
- The children have low changing surfaces they can climb on to, or floor surface is used. Staff should not have to lift heavy toddlers on to waist high units.
- Changing mats are cleaned and disinfected in baby change areas.
- Disposable nappies/trainers are cleared of solid waste and placed in nappy disposal units.
- Staff use single use gloves and aprons to change children and wash hands when leaving changing areas. Please note that gloves are not always required for a wet nappy if there is no risk of infection, however, gloves are always available for those staff who choose to wear them for a wet nappy. Gloves are always worn for a 'soiled' nappy.
- Staff never turn their backs on or leave a child unattended whilst on a changing mat.
- Changing areas or stands are provided for older (disabled) children, if required.
- Changing mats used for babies are covered in tissue roll for each change.
- Changing mats are disinfected after each change.
- Anti-bacterial spray is not used where residue may have direct contact with skin.
- Anti-bacterial sprays used in nappy changing areas are not left within the reach of children.
- Natural or mechanical ventilation is used; chemical air fresheners are not used.
- All other surfaces are disinfected daily.

Children's toilets and wash basins

- Children's toilets are cleaned twice daily using disinfectant cleaning agent for the bowls (inside and out), seat and lid, and whenever visibly soiled.
- Toilet flush handles are disinfected daily.
- Toilets not in use are checked to ensure the U-bend does not dry out and are flushed every week. Taps not in use are run for several minutes every two to three days to prevent infections such as Legionella.
- There is a toilet brush available for children's toilets. This is stored in the cleaning cupboard, along with a separate cleaning cloth.
- Cubicle doors and handles (or curtains) are washed weekly.

- Children's hand basins are cleaned twice daily and whenever visibly soiled, inside, and out using disinfectant cleaning agent. Separate cloths are used to clean basins etc. and are not interchanged with those used for cleaning toilets. Colour coded cloths are used.
- Mirrors and tiled splash backs are washed daily.
- Paper towels are provided.
- Bins are provided for disposal of paper towels and are emptied daily.
- All bins are lined with plastic bags.
- Staff who clean toilets wear rubber gloves.
- Staff changing children wear gloves and aprons as appropriate.
- Wet or soiled clothing is sluiced, rinsed, and put in a plastic bag for parents to collect.
- Floors in children's toilets are washed twice daily/ or more as needed
- Spills of body fluids are cleared and mopped using disinfectant.
- Mops are rinsed and wrung after use and stored upright, not stored head down in buckets.
- Mops used to clean toilets or body fluids from other areas are designated for that purpose only and kept separate from mops used for other areas. Colour coding helps keep them separate.
- Used water is discarded down the sluice or butler sink.

Butler sinks and sluices are cleaned and disinfected at the end of each day

Animals brought in by visitors

- The owner of the animal/creature maintains responsibility for it in the setting.
- The owner carries out a risk assessment detailing how the animal/creature is to be handled and how any safety or hygiene issues will be addressed.
- No dogs on the Government's Banned Dogs list are to be brought on site at any time. All other dogs brought on site by parents during arrivals and departure times must be on a lead and under control. The manager reserves the right to request that a dog is not brought on site, if the animal appears to be out of control, or likely to pose a risk.

Further Guidance

- <https://www.gov.uk/control-dog-public/banned-dogs>

Face painting and mehndi

Children are face painted only if parents have given prior written consent. Verbal consent is fine at events where parents are present.

- A child who does not want to have their face painted will not be made to continue.
- Children under two years of age are generally not fully face painted, however a nose and whiskers (or similar) is fine. Having an arm or hand painted with a flower, star or butterfly is also an option for very young children who may not sit still.
- Children with open sores, rashes or other skin conditions are not painted.
- Glitter based face paints are not used on children under two years of age.
- Members of staff painting children's faces wash their hands before doing so, cover any cuts or abrasions and ensure they have the equipment they need close to hand.
- Only products with ingredients compliant with EU and FDA regulations are used.
- Clean water is used to wash brushes and sponges between children. Ideally a sponge is used once only before being machine washed on a hot cycle.
- Staff face painting at an event ensure they have a comfortable chair or shoes if standing, to reduce the risk of back or neck strain. Face painting is an activity that can cause repetitive stress injuries, therefore, regular breaks are not taken at events such as fetes.

Mehndi painting

- Parental permission must be gained before staff mehndi paint children over the age of three years old.
 - Children prone to allergies, anaemic or suffering from any illness that may compromise their immune system are only painted once the product information is shared with parents. If ANY doubt they will not be painted to err on the side of caution.
 - Black henna is never used and only 100% natural red henna is used on children
-

Festival (and other) decorations

General

- Basic safety precautions apply equally to decorations put up for any festival as well as to general decorations in the setting. Children are informed of dangers and safe behaviour, relative to their level of understanding.

Decorations

- Only fire-retardant decorations and fire-retardant artificial Christmas trees are used.
- Paper decorations, other than mounted pictures, are not permitted in the public areas of the buildings, for example, lobbies, stairwells etc.

Electrical equipment.

- Electrical equipment (a light, extension leads etc) must be electrically tested before use.
- If using tree lights, place the tree close to an electrical socket and avoid using extension leads. Always fully uncoil any wound extension lead to avoid overheating.
- Remember to unplug the lights at the end of the day.
- Electrical leads are arranged in such a way that they do not create a trip hazard.

Location

- Trees and decorations must never obstruct walkways or fire exits.
- Do not place decorations on or close to electrical equipment (e.g. computers); they are a fire hazard.
- Decorations must be clear of the ceiling fire detectors, sprinklers, and lights.

Children's areas

- Christmas trees and other free standing decorations are placed where children cannot pull them over.
- Glass decorations are not used.

E-safety (including all electronic devices with imaging and sharing capabilities)

Online Safety

It is important that children and young people receive consistent messages about the safe use of technology and are able to recognise and manage the risks posed in both the real and the virtual world.

Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks. The issues are:

Content – being exposed to illegal, inappropriate or harmful material

Contact – being subjected to harmful online interaction with other users

Conduct – personal online behaviour that increases the likelihood of, or causes, harm

I.C.T Equipment

- The setting manager ensures that all computers have up-to-date virus protection installed.
- There is a camera on site which is used for photographs for observation and assessment purposes
- The preschool tablet is used for activities under supervision, or children's mode which allows the children to explore apps independently. The password is known only by staff members.
- Tablets remain on the premises and are stored securely at all times when not in use.
- Staff follow the additional guidance provided with the system

Internet access

- Children never have unsupervised access to the internet.
- The setting manager ensures that risk assessments in relation to e-safety are completed.
- Only reputable sites with a focus on early learning are used (e.g. CBeebies).
- Video sharing sites such as YouTube are not accessed due to the risk of inappropriate content.
- Children are taught the following stay safe principles in an age appropriate way:
 - only go online with a grown up
 - be kind online **and** keep information about me safely
 - only press buttons on the internet to things I understand
 - tell a grown up if something makes me unhappy on the internet
- Staff support children's resilience in relation to issues they may face online, and address issues such as staying safe, appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways.
- All computers for use by children are sited in an area clearly visible to staff.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.

The setting manager ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.

Personal mobile phones – staff and visitors (includes internet enabled devices)

- Personal mobile phones and internet enabled devices are not used by staff during working hours. This does not include breaks where personal mobiles may be used off the premises or in a safe place e.g, staff room. The setting manager completes a risk assessment for where they can be used safely.
- Personal mobile phones are switched off and stored in lockers or a locked office drawer.
- In an emergency, personal mobile phones may be used in the privacy of the office with permission.
- Staff ensure that contact details of the setting are known to family and people who may need to contact them in an emergency.
- Staff do not take their mobile phones on outings.
- Members of staff do not use personal equipment to take photographs of children.
- Parents and visitors do not use their mobile phones on the premises. There is an exception if a visitor's company/organisation operates a policy that requires contact with their office periodically throughout the day. Visitors are advised of a private space where they can use their mobile.

Cameras and videos

- Members of staff do not bring their own cameras or video recorders to the setting.
- Photographs/recordings of children are only taken for valid reasons, e.g. to record learning and development, or for displays, and are only taken on equipment belonging to the setting.
- Camera and video use is monitored by the setting manager.
- Where parents request permission to photograph or record their own children at special events, general permission is first gained from all parents for their children to be included. Parents are told they do not have a right to photograph or upload photos of anyone else's children.
- Photographs/recordings of children are only made if relevant permissions are in place.
- If photographs are used for publicity, parental consent is gained and safeguarding risks minimised, e.g. children may be identified if photographed in a sweatshirt with the name of their setting on it.

Cyber Bullying

If staff become aware that a child is the victim of cyber-bullying at home or elsewhere, they discuss this with the parents and refer them to help, such as: NSPCC Tel: 0808 800 5000

www.nspcc.org.uk or ChildLine Tel: 0800 1111 www.childline.org.uk

Use of social media

Staff are expected to:

- understand how to manage their security settings to ensure that their information is only available to people they choose to share information with
- ensure the organisation is not negatively affected by their actions and do not name the setting
- are aware that comments or photographs online may be accessible to anyone and should use their judgement before posting
- are aware that images, such as those on Snapshot may still be accessed by others and a permanent record of them made, for example, by taking a screen shot of the image with a mobile phone
- observe confidentiality and refrain from discussing any issues relating to work
- not share information they would not want children, parents or colleagues to view
- set privacy settings to personal social networking and restrict those who are able to access
- not accept service users/children/parents as friends, as it is a breach of professional conduct
- report any concerns or breaches to the designated safeguarding lead in their setting
- not engage in personal communication, including on social networking sites, with children and parents with whom they act in a professional capacity. There may be occasions when the educator and family are friendly prior to the child coming to the setting. In this case information is shared with the manager and a risk assessment and agreement in relation to boundaries are agreed

Use/distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images and that it is an offence to groom children online. In the event of a concern that a colleague is behaving inappropriately, staff advise the designated safeguarding lead who follows procedure 06.2 Allegations against staff, volunteers or agency staff.

Closed circuit television (CCTV)

CCTV is used for the purpose of providing additional security for children, staff, parents/carers, visitors and other agencies concerned with the setting.

The use of CCTV is informed by the guiding principles of the Surveillance Camera Code of Practice (Home Office 2013) as follows:

1. Use of a surveillance camera system must always have a specified purpose which is in pursuit of a legitimate aim and necessary to meet a pressing need.

The purpose will be to further support the perception of the safety and well-being of children, staff and visitors to the setting; to protect the setting and its assets; to assist in the detection of any crime that may have been committed and ultimately to further ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are adhered to at all times. CCTV is never used without a specified purpose and likewise is not reviewed by staff members who do not have authority and a specific reason for doing so.

2. The use of a surveillance camera system must take into account its effect on individuals and their privacy, with regular reviews to ensure its use remains justified.

The Human Rights Act (1998) gives every individual the right to private life and correspondence. This means that CCTV will only be used in public areas of the setting i.e. reception and group rooms. The owners/directors/trustees will review the continued use of CCTV at least annually and will discuss any issues arising from the use of CCTV during routine supervision with the setting manager.

3. There must be as much transparency in the use of surveillance camera systems as possible, including a published contact point for access to information and complaints.

There are signs clearly displayed for staff, parents and visitors, informing them that CCTV is in operation and that they may be recorded. The procedure is displayed for staff, visitors and parents. Complaints relating to the use of CCTV should be discussed with the setting manager in the first instance following 10.2 Complaints procedure for parents and service users.

4. There must be clear responsibility and accountability for all surveillance camera system activities including images and information collected, held and used.

The building owner/caretaker is responsible for the day-to-day management of the CCTV system. Images are stored on the system for up to 4 weeks and are then automatically recorded over. Images are not routinely scrutinised unless there is a legitimate reason to do so, i.e. a complaint or allegation is made by a parent, member of staff or visitor to the premises, or an allegation is made by a child.

5. Clear rules, policies and procedures must be in place before a surveillance camera system is used, and these must be communicated with all who need to comply with them.

The procedure covers all aspects and is reviewed annually. All staff are aware of the procedure and their role and responsibility. Parents and visitors are made aware of the procedure which is displayed clearly for them to view at any time. The following details are kept:

- name of setting manager responsible for day-to-day CCTV use
 - name of setting manager's line manager
 - name of CCTV system used
 - number and positions of cameras in use daily
 - names of staff authorised to view CCTV images (ensuring this is only staff with a legitimate reason to do so)
 - how VVTC procedures are explained to all staff, students, parents and visitors
 - contact number for CCTV maintenance
6. No more images and information should be stored than that which is strictly required for the stated purpose of the surveillance camera system, and such images and information should be deleted once their purpose is discharged
 7. Images are recorded over or destroyed after 4 weeks and are only used as stated above. Images must not be destroyed before this time if an official request to view them is made.
 8. Access to retained images and information should be restricted and there must be clearly defined rules on who can gain access and for what purpose such access is granted; the disclosure of images and information should only take place for law enforcement purposes.

Only the setting manager, their line manager and deputy have access to retained CCTV images. If an instance arises where the CCTV images need to be reviewed to prove or disprove an allegation or incident, this is the responsibility of the setting manager who will share the images with the police, social care or Ofsted to assist with an official investigation if required. A record is retained, containing the date of the incident/allegation; camera number of positions; brief description of the incident/allegation – with reference to related safeguarding forms; who the footage was viewed by, date viewed and action taken – and counter signed by a senior member of staff. Images may also be requested by the owners/directors/trustees for the purpose of conducting an investigation into an incident.

9. Surveillance camera system operators should consider any approved operational, technical and competency standards relevant to a system and its purpose and work to maintain those standards.

The setting manager and their line manager will take heed of local and national guidance for the use of CCTV in the setting. The setting manager ensures that all staff involved understand their duty to adhere to section 07 Record keeping procedures, which also detail how others may request a copy of the data and under what circumstances.

10. Surveillance camera system images and information should be subject to appropriate security measures to safeguard against unauthorised access and use

The setting manager is responsible for the security measures to safeguard against unauthorised access and use. This will include the security of the location where images are stored.

11. There should be effective review and audit mechanisms to ensure legal requirements, policies and standards are complied with in practice, and regular reports should be published.

The setting manager is responsible for ensuring that policies and standards are adhered to at all times, seeking further advice from the owners/directors/trustees at any point when the images must be scrutinised for the purpose of investigating an incident.

12. When the use of a surveillance camera system is in pursuit of a legitimate aim, and there is a pressing need for its use, it should then be used in the most effective way to support public safety and law enforcement with the aim of processing images and information of evidential value.

If CCTV images are reviewed following an incident or an allegation, a record is made. Under no circumstances are CCTV images shared with parents or other service users unless there is a legitimate reason for doing so, i.e. to disprove an allegation against a member of staff. The process for using CCTV in these circumstances is as follows:

- an allegation or incident occurs that may have been caught on CCTV
- setting manager reviews CCTV footage and retains a record
- setting manager reports their findings to the owner/trustees/committee
- if there is reason to believe that a crime may have been committed then an investigation takes place following the 06 Safeguarding children, young people and vulnerable adults procedures and 07 Record keeping procedures.
- a parent or other person whose image has been recorded and retained and wishes to access the images must apply to the setting manager in writing

- the Data Protection Act gives the manager the right to refuse a request to view the images, particularly where such access may prejudice the prevention or detection of a crime
- if access to the image is refused then the reasons are documented and the person who made the request is informed in writing within 28 days. The images are not destroyed until the issue is resolved
- at all times, 06 Safeguarding children, young people and vulnerable adults procedures are followed.

13. Any information used to support a surveillance camera system which compares against a reference database for matching purposes should be accurate and kept up to date.

Legal basis

Human Rights Act 1989

Data Protection Act 1998

Protection of Freedoms Act 2012

GDPR 2018

Guidance

Surveillance Camera Code of Practice (Home Office 2013 updated 2021)

www.gov.uk/government/publications/surveillance-camera-code-of-practice

Snack-times and mealtimes

Children are supervised during mealtimes and always remain within sight and hearing of staff who carry a First Aid Certificate.

Snack times

- A 'snack' is prepared mid-morning and mid-afternoon and can be organised according to the discretion of the setting manager e.g. picnic on a blanket.
- Children may also take turns to help set the table. Small, lidded plastic jugs are provided with choice of milk or water.
- Children wash their hands before and after snack-time.
- Children are only offered full-fat milk until they are at least two years old because they may not get the calories they need from semi-skimmed milk. After the age of two, children can gradually move to semi-skimmed milk as a main drink, as long as they are eating a varied and balanced diet.

- Fruit or raw vegetables, such as carrot or tomato, are offered in batons, which children should be encouraged to help in preparing. Bananas and other foods are not cut as rounds, but are sliced to minimise a choking hazard.
- Portion sizes are gauged as appropriate to the age of the child.
- Biscuits should not be offered, but toast, rice cakes or oatcakes are good alternatives.
- Children arrive as they want refreshment and leave when they have had enough. Children are not made to leave their play if they do not want to have a snack.
- Staff join in conversation and encourage children's independence by allowing them to pour drinks, butter toast, cut fruit etc.

Mealtimes

- Tables are never overcrowded during mealtimes.
- Children help staff set tables which are arranged for key person groups.
- Cloths are used where practical and children's places are personalised with, for example, mats that they make for themselves and have laminated.
- Their food is brought to their room in serving dishes for each table on a trolley. Dishes are not kept in a food warmer or oven so will not be too hot to touch.
- Children wash their hands and sit down as food is ready to be served.
- Children are encouraged to choose what they want and to take their own helpings.
- Staff have their lunch with children and do not eat different food in front of children. Staff who are eating with the children role-model healthy eating and best practice at all times, for example not drinking cans of fizzy drinks in front of the children.
- Children are given time to eat at their own pace and are not hurried to fit in with adults' tasks and breaks. They are not made to eat what they do not like and are only encouraged to try new foods slowly.
- In order to protect children with food allergies or specific dietary requirements, children are discouraged from sharing and swapping their food with one another.
- If children do not eat their main course, they are not denied pudding. Food is not used as a reward or punishment.
- Mealtimes are relaxed opportunities for social interaction between children and the adults who care for them.

- There are sometimes opportunities for children to eat with friends on other tables.
- After lunch children are encouraged to pack their lunchboxes and place them back in their lunch trolley. They are encouraged to take part in cleaning their table and sweep the floor.
 - Children go to the bathroom and wash their hands after lunch. Information for healthy eating is sent to parents via the newsletter

Infection control

Good practice infection control is paramount in early years settings. Young children's immune systems are still developing, and they are therefore more susceptible to illness.

Prevention

- Minimise contact with individuals who are unwell by ensuring that those who have symptoms of an infectious illness do not attend settings and stay at home for the recommended exclusion time (see below UKHSA link).
- Always clean hands thoroughly, and more often than usual where there is an infection outbreak.
- Ensure good respiratory hygiene amongst children and staff by promoting 'catch it, bin it, kill it' approach.
- Where necessary, for instance, where there is an infection outbreak, wear appropriate PPE.

Response to an infection outbreak

- Manage confirmed cases of a contagious illness by following the guidance from the [UK Health Security Agency \(UKHSA\)](#)

Informing others

Early years providers have a duty to inform Ofsted of any serious accidents, illnesses or injuries as follows:

- anything that requires resuscitation
- admittance to hospital for more than 24 hours
- a broken bone or fracture
- dislocation of any major joint, such as the shoulder, knee, hip or elbow
- any loss of consciousness
- severe breathing difficulties, including asphyxia
- anything leading to hypothermia or heat-induced illness

In some circumstances this may include a confirmed case of a Notifiable Disease in their

setting, if it meets the criteria defined by Ofsted above. Please note that it is not the responsibility of the setting to diagnose a notifiable disease. This can only be done by a clinician (GP or Doctor). If a child is displaying symptoms that indicate they may be suffering from a notifiable disease, parents must be advised to seek a medical diagnosis, which will then be 'notified' to the relevant body. Once a diagnosis is confirmed, the setting may be contacted by the UKHSA, or may wish to contact them for further advice.

Terrorist threat/attack and lock-down

Most procedures for handling an emergency are focussed on an event happening in the building. However, in some situations you will be advised to stay put (lock-down) rather than evacuate. 'Lock-down' of a building/group of buildings is intended to secure and protect occupants in the proximity of an immediate threat. By controlling movement in an area, emergency services can contain and handle the situation more effectively. There is a written emergency procedure kept in the office.

- The setting manager assesses the likelihood of an incident happening based on their location.
- The setting manager will check our police website for advice and guidance.
- Local police contact numbers are clearly displayed for staff to refer to.
- Staff rehearse simple 'age appropriate' actions with the children such as staying low to the floor, keeping quiet and listening to instructions in the same way that fire procedures are practiced. Lock-down should be rehearsed and recorded termly.
- The setting manager is aware of the current terrorist alert level, as available at www.mi5.gov.uk/threat-levels.
- We follow any additional advice issued by the local authority.
- Emergency procedures are reviewed and added to if needed.
- Information about this procedure is shared with parents and all staff are aware of their role during 'lockdown'.
- A text/phone message is issued to parents when lockdown is confirmed.

Suggested wording for parent message

Due to an incident we have been advised by the emergency services to secure the premises and stay put until we are given the 'all clear'. Please do not attempt to collect your child until it is safe to do so. We will let you know as soon as we are able to when that is likely to be. In the meantime we need to keep our telephone lines clear and would

Lock-down procedures

If an incident happens the setting manager acts quickly to assess the likelihood of immediate danger. In most cases the assumption will be that it is safer to stay put and place the setting into 'lockdown' until the emergency services arrive. As soon as the emergency services arrive at the scene staff comply with their instructions.

During 'lock-down'

- Staff and children stay in their designated areas if it is safe to do so.
- Doors and windows are secured until further instruction is received.
- Curtains and blinds are closed where possible.
- Staff and children stay away from windows and doors.
- Children are encouraged to stay low and keep calm.
- Staff tune into a local TV or radio station for more information.
- Staff do NOT make non-essential calls on mobile phones or landlines.
- If the fire alarm is activated, staff and children remain in their designated area and await further instructions from emergency services, unless the fire is in their area. In which case, they will move to the next room/area, following usual fire procedures.

The door will not be opened once it has been secured until the manager is officially advised "all clear" or is certain it is emergency services at the door.

- During lockdown staff do NOT:
- travel down long corridors
- assemble in large open areas
- call 999 again unless there is immediate concern for their safety, the safety of others, or they feel they have critical information that must be passed on

Following lockdown:

- Staff will cooperate with emergency services to assist in an orderly evacuation.
- Staff will ensure that they have the register and children's details.
- Staff or children who have witnessed an incident will need to tell the police what they saw. The police may require other individuals to remain available for questioning.
- In the event of an incident it is inevitable that parents will want to come to the setting and collect their children immediately. They will be discouraged from doing so, until the emergency services give the 'all clear'. Staff will be always acting on the advice of the emergency services.

Recording and reporting

- The setting manager reports the lockdown to the owner as soon as possible. In some situations, this may not be until after the event.
- A record is completed as soon as possible.

Further guidance

Members of the public should always remain alert to the danger of terrorism and report any suspicious activity to the police on 999 or the anti-terrorist hotline: 0800 789 321.

For non-emergency, call the police on 101.

Climate and Sustainability Officer

At Little Companions we wish to support children to learn about sustainable practices and foster respect and care for the living and non-living environment.

Children are able to develop positive attitudes and values about sustainable practices by exploring solutions to environmental issues, learning about the world around them and how to protect it and watching adults role model sustainable practices.

We promote a holistic, open-ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:

- Helping children to explore nature through art and play
- Supporting children to experience the natural environment through natural materials like wood, stone, sand and recycled materials
- Supporting the environment by learning how to grow and nurture plants in the nursery garden and discovering all about the food cycle by growing, harvesting and cooking food for our nursery menu
- Helping children to learn about water conservation, energy efficiency and waste reduction through play-based activities and adult interactions
- Going on nature walks and learning about plants they see in the local area
- Encouraging parents and children to regularly walk to nursery to raise the awareness of caring for the planet
- Developing a recycling area and encouraging children to share a recycling ethos in the home environment.

As a preschool we will embed sustainability into all aspects of the operations including:

- Recycling materials for art and creative activities and encouraging parents to bring in their recycling materials for the same use
- Ensuring parents recycle children's take-home recycled material models, if they do not keep them
- Considering our carbon footprint when purchasing materials
- Shopping local where possible
- Turning off equipment and lights when not in use
- Using energy saving light bulbs
- Not leaving any equipment on standby
- Unplugging all equipment at the end of its use/the day
- Using energy saving wash cycles on the washing machine
- Hanging washing out to dry and/or using clothes horses rather than tumble dryers where possible
- Composting food waste
- Incorporating water-wise strategies such as ensuring taps are turned off and leaks fixed
- Using portable water rainwater butts for outdoor water play
- Recycling water from the water play to water plants outside
- Using food that we have grown in nursery
- Looking after the local environment, picking rubbish together- caring for creatures, like bugs and flowers where we understand the importance of biodiversity of the environment for pollination.

Working together with all our parents and partners will help our environment to be more sustainable and make it a better place for our future generations to grow up in.

We assess our nursery's impact on the environment on a regular basis and put procedures in place to counteract this impact.

In order to encourage children not to waste food or to play with food at mealtimes, we discourage the use of food as a play material; instead, we encourage activities which involve preparing and tasting different types of food.

This policy is reviewed annually and is carefully considered in the best interests of the children, nursery and the environment. **Our named officer is REEMA JUTTLA supported by Naazish Haq**

The role of our climate and sustainability officer, in line with the DoFE guidance:

A climate and sustainability officer in an early years setting focuses on embedding environmentally responsible practices and education within the setting's operations and curriculum. This includes promoting sustainable practices, educating children and staff about environmental issues, and engaging families in sustainability efforts. Examples include reducing waste, conserving energy and water, using sustainable materials, and incorporating nature-based learning experiences.

Key Responsibilities of a Climate and Sustainability Officer in Early Years:

- **Developing and Implementing Sustainability Policies:**

Creating and updating policies that address waste reduction, energy conservation, water usage, and sustainable procurement.

- **Promoting Sustainable Practices:**

Implementing changes across the setting to minimize environmental impact, such as reducing single-use plastics, encouraging active travel, and promoting recycling.

- **Educating Staff and Children:**

Providing training and resources to staff on sustainable practices and incorporating environmental themes into the curriculum through play-based activities and outdoor learning.

- **Engaging Families:**

Sharing information and resources with parents to encourage them to support sustainable practices at home and participate in setting-led initiatives.

- **Monitoring and Evaluating Progress:**

Tracking the setting's environmental impact and making adjustments to improve sustainability efforts.

Examples of Sustainable Practices in Early Years:

- **Waste Reduction:**

Implementing a comprehensive recycling program, reducing food waste, and encouraging the use of reusable materials.

- **Energy Conservation:**

Ensuring lights and equipment are turned off when not in use, promoting energy-efficient appliances, and educating staff and children about energy conservation.

- **Water Conservation:**

Educating children about water conservation, using water-efficient fixtures, and promoting responsible water usage.

- **Sustainable Materials:**

Choosing eco-friendly cleaning products, using natural and recycled materials for art and craft activities, and sourcing local and sustainable resources.

- **Nature-Based Learning:**

Organizing nature walks, creating sensory gardens, and incorporating natural elements into the learning environment.

We will be using <https://www.sustainabilitysupportforeducation.org.uk/> to guide activities and record our action plan which can be shared with the team in staff meetings, so we work collaboratively to embed the ethos and culture of climate support.