



# OXFORD HOUSE SCHOOL

## EYFS

## Nursery Policy

# OXFORD HOUSE SCHOOL NURSERY

## Operational Plan and Policies

### **Oxford House School Nursery is run on the principles of the Montessori Method**

The Montessori Method is an approach to early education that focuses on the immense capacity of children to absorb information when given the freedom and independence to learn at their own pace.

It takes its name from Dr Maria Montessori, whose scientific background and belief in the potential and uniqueness of each child, empowered her to develop an educational approach, recognising how children's thought processes differ from those of adults.

- Montessori believed that each child is unique and develops in individual ways and at varying rates. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional is equally important.
- Montessori believed that all children from birth to about the age of six were passing through the most "receptive period" in their lives, beyond which a child would never again be able to learn so easily, so readily and keenly.
- The Montessori approach allows children to learn through understanding, rather than through being told. From understanding comes confidence and joy in learning and achievement "Labore Confecto Gaudentes" – the school motto, joy in achievement.
- The Montessori classroom is a prepared and structured environment, where there is both awareness and appreciation of others. The Montessori materials have been developed to provide children with step-by-step understanding from concrete to complex abstract concepts such as the shape of the sandpaper letters and the structure of the decimal system.
- All these elements have in common is that they are providing the building blocks of a future learning, learning for life.

### Montessori Curriculum

The Montessori Curriculum is made up of six core curriculum areas which are Practical Life / Sensorial / Language and Literacy / Mathematics / Cultural Subjects / Expressive Arts and Design. These areas run alongside the EYFS's seven areas of learning. The prime areas of which are P.S.E.D, Physical Development and Communication and Language and the four specific areas

being Mathematics, Literacy, Expressive Art & Design and Understanding the World.

### **Practical Life** - Personal, Social & Emotional Development

Mathematics/Communication and Language/ Knowledge and Understanding of the World

These materials and exercises provide the child with a link between home and school as we use real household equipment. The exercises enhance the child's co-ordination, fine-motor skills, concentration, order, logical thinking and independence. Children undertake daily living exercises like polishing, washing, pouring, dressing skills, cooking, sewing as well as learning about social skills and good manners. The young child finds these exercises and lessons very absorbing as they are easy to relate to and within the child's experience. "Helping the child to help himself".

These exercises are all direct and indirect preparation for mathematics, language and later intellectual development.

### **Sensorial** (Mathematics and Communication and Language)

Sensory-motor activities help refine the child's senses, the Montessori apparatus teaches concepts, develops in complexity from the concrete to the abstract. Activities in this subject involve grading, matching, shapes, weight, smell, taste, sight, sound and colour to name a few.

We use specialist apparatus to teach the concepts in isolation of one another. All of these exercises are direct and indirect preparation for mathematics, language as well as later intellectual development.

### **Mathematics**

We use a concrete teaching approach where hands-on apparatus are used, helping to teach concepts from simple to complex. These exercises thus develop abstract thought and the formation of basic mathematical concepts. Children find mathematics in this way enjoyable and manage to lay down essential foundations for the future.

### **Language and Literacy**

We use a graded and systematic language scheme, beginning with sounds (phonics) moving onto word building and reading. We provide a rich language environment on a daily basis, thus developing vocabulary with stories, poems, rhymes, songs, word games and discussion. Sandpaper letters provide a tactile muscular memory of the letters assisting in the association of sounds and letter patterns. The child will then progress on to word building (pink level) learning to sound out three letter phonetic words; they will then learn to build words using movable letters. When the child is confident at this

level they will progress onto the blue level which is consonant blends and then finally onto the green level, which is double sounds. Each level follows the same pattern of learning and we also have a reading scheme, which run along side each level. Our aim before the children leave the Reception class, at the age of five, is that they can read and are beginning to compose their own short stories.

### **Cultural Subjects** - Knowledge & Understanding of the World

In this curriculum area we provide children with experiences in History / Geography / Biology / Zoology and Cultural Studies.

Activities include studying different countries, animals, geographical land forms, science experiments and personal time-lines. A world awareness and feeling of respect for the environment is encouraged. Children have an innate love of nature and find these subjects thoroughly fascinating.

### **Creative Activities**

We have many art sessions where the child can express itself freely; this will involve painting, modelling, cutting & sticking etc. We also have structured art sessions, which will follow the class theme.

### **Music & Movement** – Physical Development and Expressive Arts and Design

We have a music and movement session once a week. This involves playing percussion instruments, dancing and role- play through music. We also try to connect our Music and Movement sessions to our topics. For example – we dance to various different weather music and this will be connected to the season at that time. When the children are learning about ‘The life Cycle of a Frog’ we will act out the life cycle to music. They also learn about traditional dancing such as May Day and Morris dancing. All this reinforces what we are teaching to the child in a fun way. We also teach the children in simple terms about how exercise has an impact on the body.

Our aims are to teach the names of the instruments, learning to play the instrument and dance in time to the music. These sessions also help to promote gross motor skills and coordination and teach the child to be aware of space.

### **Singing** - Personal, Social & Emotional Development and Communication & Language

Singing songs and nursery rhymes is a very important part of our day and we incorporate this into our curriculum through group activities.

## **Role play** - Personal, Social, Emotional Development and Communication and Language

We have role-play sessions where the children can dress up and use the home corner. We also change our home corner to connect with the various topics we cover. For example – in the summer term one of our topics is ‘People Who Help Us’ so we may convert our home corner into a Doctors Surgery, a Vets or a Train Station. These activities promote interaction with others and conversational skills.

## **Dance** Expressive Arts and Design

The aim should be to bring enjoyment when the children express themselves through movement to music, whilst developing a sense of rhythm and co-ordination.

## **Physical Development**

P.E. for nurseries and reception children is once a week for a period of thirty minutes. The lesson plans are designed to cover all aspects of the P.E. curriculum, giving the pupils the framework to develop skills at their own pace through co-ordination, agility and balance with gradual progressive overload. Co-ordination is developed through throwing and catching, skipping and the use of hurdles etc. The use of running, jumping, hopping etc. through speed and distance develops agility balance and awareness of space.

**Outdoor Play / Physical Exercise** - Outdoor play is seen as an important part of the school day. We have a variety of outdoor activities for the children to play with, explore, learn and develop: covering the 7 learning areas of the EYFS (bringing the indoor classroom outside)

## **The Early Years Foundation Stage**

The principles of the Early Years Foundation Stage are very much the same as has always been understood and practised through the Montessori method.

A unique child- every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive relationships – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments- the environment plays a key role in supporting and extending children’s development and learning.

Learning and Development- children develop and learn in different ways and at different rates and all areas of Learning and Development

are equally important and inter-connected. The planning, observation and assessments will be based on the Montessori teaching and the seven areas of learning from the EYFS.

### **Nursery rules and discipline**

There are very few rules in the Early Years setting and we find that most children adapt very easily to them, with the aid of gentle encouragement.

Discipline, and in particular self-discipline, is central to the Montessori approach. Children in Early Years enjoy freedom to choose within limits of the prepared environment. Poor or disruptive behaviour is discouraged through the reinforcement of positive behaviour and respect for space, work and concentration of the other people in the classroom.

Rules exist so that the children can learn the skills necessary to get along with each other, in a safe and secure setting. Children are therefore expected to do as they are asked at certain times- for example to sit down quietly, and to listen in story time, not to destroy the creations of other children, not to throw equipment. Children are mostly unaware that there are 'rules', and learn them during play. We help them to learn the social skills necessary to get on with others, to share, to talk rather than hit, to ask rather than snatch. School rules are shown pictorially in the Nursery.

We discourage violence and inappropriate use of equipment. If children do break rules we will give an explanation of why the behaviour is wrong and ask the child not to do it again. When dealing with such problems, we always consider the age and stage of the child, together with the length of time the child has attended the Early Years setting and the child's relationship with the member of staff who is dealing with the incident.

It may occasionally be necessary to take some other action such as removing the equipment from the child, or moving the child from the scene (Time Out) for a few minutes.

Children are usually reasonable and seem to accept the few rules we have. It is very rare for problems to persist, if they are dealt with firmly and consistently. Parents will always be consulted and informed, both to find out their views and experience and to ensure that consistent expectations and strategies are used in both home and nursery.

Parents who have any concerns about discipline in the nursery, should discuss them with the class teachers.

## Record Keeping

On a parent's first visit they will be asked to fill in a registration form, with personal and medical information about their child. It is **very important** that this is kept up to-date.

We keep records for each child, to monitor changes and progress. These are the property of the nursery and will follow the child through school. However, these records are available to be shared with parents on request. If there is a change of nursery or school, these records can be sent to the new setting.

## Activities

### A typical morning in Nursery I might include

- On arrival – various free choice activities
- Morning Assembly
- Working with the Montessori Apparatus
- Drawing of insets
- Learning the sounds of the letters
- Learning to form letters and numbers
- Number recognition exercises
- Learning to apply number quantities up to nine
- Singing, dancing and games
- Fruit, biscuits and drink including milk
- Outside play / Activities
- Free choice activities, puzzles, dressing-up clothes, train set, building bricks etc.
- Circle time with guessing games, stories and songs

### A typical day for Nursery II and Reception might include

- On arrival – various free choice activities
- Morning Assembly
- Hand control
- Number and sound recognition
- Learning to form letters & numbers
- Snack Time
- Word building exercises
- Reading
- Learning to apply number quantities up to nine
- Simple additions & subtractions sums
- Outsideplay / Activities
- Singing and story time
- Circle Time
- Cookery Sessions
- Art sessions
- Montessori equipment and many other free choice activities

- PE
- Dance
- Lunch
- ICT

### Health and Hygiene

Parents should tell us if the child has any illness, and we will advise whether they can bring the child. We do not seek to exclude children for colds and minor ailments, but may need to contact the parent if a child suddenly becomes ill. Occasionally, in order to protect others we may have to ask the parent to have the child's symptoms checked by a doctor, and inform us of the diagnosis.

### Illness

When infected with certain childhood illnesses and communicable diseases children must be excluded from the Early Years Setting.

#### **Exclusion periods for commoner skin infections**

- Impetigo - until spots have healed
- Head lice – parents to be advised
- Scabies - until adequate treatment instituted

#### **Incubation and exclusion periods for the commoner infectious diseases**

<b>Disease</b>	<b>Normal incubation period</b>	<b>Infectious</b>	<b>Exclusion</b>
<b>Chickenpox</b>	11-21 days	1 day before to 6 days after appearance of rash	6 days from onset of rash. All spots must be scabbed over
<b>German Measles (Rubella)</b>	14-21 days	from a few days before to 4 days after onset of rash	5 days from onset of rash
<b>Measles</b>	10-15 days (Commonly 10) to onset of illness, and 15 to appearance of rash	from a few days before to 5 days after onset of rash	5 days from onset of rash
<b>Mumps</b>	12-26 days (Commonly 18)	From a few days before symptoms appear, to subsidence of swelling	5 days from onset of swollen glands



<b>Whooping Cough (Pertussis)</b>	7-10 days	From 7 days after exposure to 21 days after onset of paroxysmal cough	5 days from starting antibiotics

Other illnesses may require exclusion. These periods of exclusion not only protect other Early Years pupils and staff from increased chances of infection, but also help the child to recover more quickly, as the department is unable to provide the quiet and restful atmosphere necessary for speedy recovery.

We reserve the right to refuse access to, or request the removal of, any child who we suspect may be suffering from an infectious or contagious disease. We reserve the right to exclude any child who for whatever reason is not being treated for an infectious or contagious illness. Whether to admit a child with any degree of illness is at the discretion of the Headteacher, and whilst the Early Years department will make every effort to accommodate parents' wishes, we must prioritise the needs of the children.

### **Head Lice**

Occasionally we find head lice. It doesn't matter where they came from, no blame attaches to the parent or child. Young children pass things around easily. The important thing is to get rid of them as soon as possible. Parents should inform us if their child has head lice, so we can inform other parents. We are not allowed to look for head lice it is up to parents to check their own child. A pharmacist can advise on the best course of treatment.

### **Accident and Administration of Medicines Policy**

#### **(See also the School First Aid Policy)**

If the child has an accident while at the Nursery, qualified First Aiders will deal with minor accidents appropriately. Staff will record accidents and injuries in the accident book. Injuries requiring treatment are recorded in an accident book which provided duplicate copies and a copy is given to parents/carers on the day they happen. If the accident involves a head injury the parents are telephoned and given a copy of a head injury form which gives information on signs to look for following a head injury.

Most accidents are the kinds that cause minor injuries such as grazes and bumps, and staff will deal with these in the appropriate manner.

If a child appears to need medical advice or attention we will obtain it immediately, if necessary by taking the child to the hospital, while seeking to contact parents or emergency contact urgently. When a child needs to be taken to hospital an ambulance will be called.

The person who collects the child will be given an accident report. If a parent or guardian is concerned about the circumstances of any accident or incident, they should bring their concerns to the attention of the class teacher who will then carry out an investigation, and will report as appropriate.

## **ADMINISTERING MEDICATION**

- No medication will be permitted into the school unless there is written parental consent stating the name of the pupil, the medication, and the frequency and dosage to be administered. We have a school form available.
- It is the policy of the Nursery to admit a child when they are well enough to attend (which is at the Headteacher's discretion). We recognise that they may be receiving a course of treatment when they are well enough to attend. We will therefore administer medicines in certain circumstances.
- The administration of medicine must be overseen by an appropriately trained member of staff.
- A log is kept of all medication administered.
- If medicine is administered to a child in the Early Years a written record of its administration is given to the parents/carers.
- Medicines to be provided in the original container/ labelled with the name of the appropriate pupil.
- Stored in a secure place, under lock and key (no medicines stored in first aid kits)
- Pupils must not be given any medicines unless by written parental request
- No child under 16 to be given aspirin containing medicine unless prescribed
- Staff will receive specific training as required to administer medication e.g. epi-pen
- All emergency medicines (asthma inhalers, epi-pens etc.) are readily available and not locked away
- Any written agreements between the parents and the school must be reviewed periodically to ensure it remains accurate.
- Pupils' medical needs are catered for on educational visits and school trips.
- We have no objection, if they do not live too far away, to parents coming back during the day to administer their own child's medication.

- We do not apply sun screen, this will have to be applied by the parent before the child comes to school.
- Some forms of treatment may require staff to have instruction from a health care professional, in which case we will ask parents to arrange for the instruction to take place.

## Hygiene

We try to educate children in correct hygienic practices, in order to prevent the spread of disease. We teach children to wash and dry their hands properly after using the toilet. This will help to prevent unpleasant infestations such as threadworms, and potentially serious outbreaks of diarrhoea. Children in group-care can spread things around very rapidly.

## Wetting and Soiling

Wetting and soiling can occur for many reasons, or it may be that the child is engrossed in play. Whatever the reason it is best not to make any fuss or cause any extra anxiety to the child. Parents are asked to provide spare clothing which can be kept in their child's shoe bag. Please see Intimate Care Policy at the end of this policy.

## Safety and security

The School has gates, locked doors together with CCTV around the outside premises of the school. **These are for the protection for the children.** Please pay attention to the notices and lock all doors behind you. Do not assume the person behind you will do it, or think it will be all right for a few minutes. It is so easy to be distracted and young children can slip out before you see them, so for the safety of all the children **lock the gate and close the door every single time.** The only time you should leave a gate or door open is **if a member of staff says they will take responsibility for it.**

Parents may not use the nursery playground door to leave the building in the morning for safety reasons.

The safety of children is our prime concern - we have tried to eradicate all unsafe practices from the Early Years setting but encourage any concerns to be voiced.

## Strangers

If parents are sending a person who is unknown to the Early Years staff to collect the child, **they must inform the staff in advance.** If this is not possible, then the parent must telephone the school office to notify who may be

collecting the child. The person collecting the child must be prepared to show identification or provide a password, originally provided by the parent.

### **Registration**

When parents arrive, they must take the child to a member of staff in the Nursery. When collecting the child, the Nursery 1 children will be collected from the classroom door. The main Nursery children will also leave by the Nursery door and will not be allowed to leave until a known person is there to collect them. Reception children are collected from the reception class door. There is a 'late wait' facility for those children with an older sibling who needs to be collected later. This is supervised by a member of staff who will read a story, play games etc.

### **Allegations against staff policy**

Any serious allegation of abuse made against a member of staff will be taken seriously and investigated following the Oxford House School Procedure.

Serious allegations of abuse will be regarded as gross misconduct and will therefore be investigated immediately by an independent manager within the School, with the assistance of a Human Resources Adviser from the Cognita Group. The procedure may include suspension of the member of staff during the investigation, in order to ensure a fair and thorough investigation.

The Local Authority Child Protection Committee, Ofsted, and parents will be informed of the allegation and the progress and outcome of the investigation.

### **Behaviour Policy**

The Early Years staff aim to promote good behaviour appropriate to the child's stage of development, the family context, and the context of the group care. At all times we will seek to develop and encourage appropriate behaviour through positive strategies, gentle encouragement and explanation. Staff will always model good behaviour. We will ensure that children are clearly informed of the expected behaviours and boundaries. In our planning we will manage the group and resources in a way that minimises conflicts amongst children. We will promote self esteem and respect for other people and encourage and model kindness and helpfulness to others.

Behaviour expectations are consistent. The School Rules are displayed in all classrooms, those in the Early Years are pictorial.

We will consult and inform parents about any behavioural problems and take action at an early stage. The input and support of parents is essential, and we will seek to work co-operatively with parents.

At no time will staff use negative and critical language or speak harshly to a child. Any form of corporal punishment is absolutely forbidden.

### **Confidentiality Policy**

Children's normal developmental records are kept within the Nursery as we need to access them regularly. Any information in a child's record that is of a sensitive nature will be kept in a secure place. Personal details will be passed to other Oxford House classes as appropriate. The address and telephone number of parents will not be passed on to anyone outside the School without parents' permission, except when the duty of care to the child overrides the need for confidentiality.

The Early Years Department retain copies of children's records in a secure place. When a child moves up to the main school, we are required to pass the records on. We will also pass the child's latest developmental record to other pre-school providers on request.

Duty of care to the child may override the duty of confidentiality, and in such cases we will pass appropriate information to other organisations.

### **Safeguarding/Duty of Care Policy**

All registered nurseries and their staff have a duty to report any significant concern about a child to the appropriate authority. Therefore, any member of staff must report to the Designated Safeguarding Lead, the Deputy or the Early Years Designated Safeguarding Lead about any injury or series of injuries, change in behaviour or treatment of a child, which causes them to believe the child is at risk.

It is the policy of the school to share all information with parents; therefore we would inform parents **unless** this would increase the risk to the child.

The DSL or Deputy will take appropriate action, following the procedures of the School's Safeguarding Policy.

### **Equal Opportunities Policy**

The Nursery will foster positive attitudes towards human diversity. Resources and activities will allow children to develop in an environment free from prejudice and discrimination. We will celebrate differences between people and families.

The Nursery will encourage recognition of the value of each individual and will not discriminate on grounds of ethnicity, culture, gender, age, sexual orientation, religion or ability. All children will be given the opportunity to develop their full potential and a positive identity.

The class teachers will be responsible for Equal Opportunities in the Early Years.

### **Fire Safety Policy**

A fire drill will be held each term. All staff and students working with children will receive instruction regarding fire evacuation procedure before they commence their duties. Records of Fire Drills and of checks on fire equipment will be maintained.

### **Lock Down Policy**

All staff are familiar with the school's policy and procedures for this policy. To achieve this, a lock down drill is undertaken at least once a year. Depending on their age, pupils should be made aware of the plan.

### **Food Policy**

The Nursery does not supply breakfast and we expect that children will normally have eaten before arrival. We will offer the children a choice of fruit, biscuit and water or milk in Nursery I and II at midmorning break time. Reception children will have milk and a biscuit offered each morning.

Drinking water is available at all times and children are encouraged to bring their own drinks bottle. They are encouraged to drink water or milk at snack time and no other drinks (such as juice or flavoured milk) may be brought for snack times.

All Nursery II and Reception children stay for lunch.

### **Food and Other Allergies**

We aim to include all children whatever their needs. We will assess the needs of children with allergies or special diets prior to admission to ensure that we can provide a safe environment for the child. Parents are responsible for keeping the school informed about any allergies your child may have.

### **Health and Safety Policy**

The Nursery aims to provide a safe and healthy environment for children and will regularly review all aspects of its Health and Safety practice involving other officers as appropriate. Nursery staff will report any item, practice or event which may affect the safety of children or adults, and the appropriate action will be taken.

Any person who wishes to comment on an aspect of Health and Safety should speak to any member of staff who is present in Early Years.

The Early Years staff follow the Health and Safety Policy and Procedures of Oxford House School.

A daily Risk Assessment checklist is completed by Nursery and Site staff.

### **Mobile Phone Policy**

Oxford House School has a mobile phone policy in use preventing parents from using their mobile phones whilst inside the school. There are signs prominently displayed in the school to inform parents that the use of mobile phones, cameras or any recording equipment is not permitted in school. Anyone contravening this rule will be challenged by a member of staff. Visitors should not use mobile phones in areas where children are present, on arrival they are asked to turn their devices off or give to Reception for safe keeping. Whilst we recognise that there are times when visitors or contractors on the school site need to use their phones this should be in areas not frequented by children, at the discretion of the Headteacher.

### **No Smoking Policy**

Oxford House School does not allow smoking on the premises. This includes outside spaces. No one may smoke on the school premises, this applies to staff, parents and visitors.

### **Record Keeping Policy**

Our policy is that staff should attempt to inform parents about their children verbally on a regular basis. We do not intend that formal records should replace verbal contact.

Nursery staff will keep records of all aspects of children's development. All records can be viewed on a regular basis. Any part of the records that is considered highly confidential or sensitive will be kept in a secure place and its existence will be noted in the child's record. If Nursery staff have any concerns about a child, they will inform the parents/guardians by speaking with the parents.

The child's record of progress will be passed to the child's next teacher.

When a child leaves the EYFS their folder goes to the next teacher. The Nursery will not retain a copy of the record, but will keep copies of all other documentation for a minimum of two years. Reception class forward their records to the next class, Form 1.

## **Recruitment of and Checks on Staff**

The recruitment of staff will include a careful scrutiny of their previous employment pattern. The school will take up a minimum of two references. All Nursery staff will be required to work under supervision until the school is sure of their competence and suitability. All staff working in the school have an enhanced DBS and are appropriately trained.

## **Special Educational Needs and Disabilities**

At Oxford House School Nursery we aim to promote an inclusive environment where all children, whatever their needs, can learn and develop in a happy, caring & educational environment. Each child is assessed on entry into the nursery and this can take from one to three weeks to assess your child properly. In this time, the nursery staff are able to find out exactly what learning stage your child is at, then your child will be learning and progressing from their stage of development. Their two year check form will be completed if appropriate.

Children with Special Educational Needs and Disabilities (SEND) have difficulties or disabilities that make it harder for them to learn than most children of the same age. This may also apply to children with EAL. They may need extra help in areas of their development such as communication, physical skills, learning or behaviour. Many children will have SEND of some kind at some time. Early identification is essential in order to support the child and help them to achieve within the Nursery.

We aim to adapt our routine, activities and environment to allow all children to participate and reach their full potential. Through detailed curriculum planning and organisation of resources, we aim to make all activities available to all children throughout the Nursery at a level appropriate to their developmental need.

In the majority of cases adaptations can be made which will enable children with Special Educational Needs and Disabilities to be admitted. Each child's needs must be assessed prior to entry, involving parents, the nursery Special Educational Needs and Disabilities Co-ordinator (SENDCO) and other professionals involved with the child, to ensure that the provision is suitable. It is possible that in rare cases the Nursery would not be able to adapt sufficiently to provide a good outcome for the child.

## **Role of the Special Educational Needs and Disabilities Coordinator (SENDCO)**

Staff working with a child with SEND are supported by the SENDCO, who liaises with parents and professionals in planning activities and adaptations. The School SENDCO's are Pamela Stevens and Nicky Vince.



The SENDCO has additional training to enable her to carry out her responsibilities. Where there are children with special needs in their group, we seek to provide the staff with appropriate training and support.

### **Does Your Child Have Special Educational Needs?**

If a parent already knows that the child has special educational needs, the Nursery will carry out an assessment before the child starts at the nursery. If we have a concern about your child we will inform you and will follow the approach described above.

Please refer to the Whole School policy documentation for further information.

### **Staff Training and Development**

Staff are required to undertake certain training which is considered necessary to the efficient operation of the service, and such training will be given with the minimum of delay. The School and Nursery have five training days each year so that all staff can train together.

Oxford House School encourages its staff to undertake any other training or activities which aid their personal or professional development.

### **Staffing and groups**

It is the aim of this Nursery to provide the highest standard of care and we therefore employ staff with a range of qualifications and experience. The Nursery is fortunate in having experienced and qualified staff. The staff are the most important resource of any nursery. They do a very demanding job and continually try to improve the standard of the teaching. We encourage nursery staff to develop their knowledge and skills through further training and education.

### **Staff ratios**

Staff ratios follow the guidelines set out in the Statutory Framework for the EYFS. In addition, the nursery has access to the support and resources available to Oxford House School.

### **Continuity of care**

We believe that continuity of care is very important for children in day-care and do everything we can to minimise changes for your child. We keep

children with the same peer group, and with the same staff. This gives the children a very stable and secure pre-school experience, and enables them to form strong relationships with peers and staff. We have a home/ school book to enable parents and carers to keep staff informed about any changes in a pupil's routine.

## **Intimate Care Policy**

### **Introduction**

Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up a pupil after they have soiled themselves) to intimate personal areas. In most cases such care will involve cleaning for hygiene purposes as part of a staff member's duty of care. In the case of a specific procedure only a person suitably trained and assessed as competent should undertake the procedure. The issue of intimate care is a sensitive one and will require staff to be respectful of the child's needs. The child's dignity should always be preserved with a high level of privacy, choice and control. There shall be a high awareness of child protection issues. Staff behaviour must be open to scrutiny and staff must work in partnership with parents/carers to provide continuity of care to children/young people wherever possible.

Oxford House School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

### **Mandatory Procedures**

- All staff will already have enhanced DBS clearance with Barred List checks.
- Staff undertaking personal care should always act in accordance with the policy.
- This policy must be read in conjunction with the School's protocols for administering medication, safe storage of medication and all other relevant policies and procedures.

### **Our approach to best practice**

The management of all children with intimate care needs will be carefully planned. The child who requires intimate care is treated with respect at all times; the child's welfare and dignity is of paramount importance.

Any child with intimate care needs will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him / herself as s/he can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans may be drawn up for particular children if necessary.

Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child is toileted. Where possible one child will be catered for by one adult unless there is a sound reason for having more adults present. If this is the case, the reasons should be clearly documented.

Ideally, staff should only care intimately for an individual of the same sex. However, at Oxford House School this principle may be waived due to the lack of male staff and where failure to provide appropriate care would result in negligence. Staff who provide intimate care have Safeguarding Children Training, are aware of Health and Safety issues and are fully aware of best practice.

Young pupils are changed on the changing mat on the bed in the First Aid Room. Running water is available. Whilst this is an area which is private for the child it does have glass viewing panels and is opposite the reception desk, so that the adults position cannot be compromised.

Staff will be supported to adapt their practice in relation to the needs of individual children.

Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the child's Home/School book or through conversation with the parent. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

### Washing, dressing, toileting.

At Oxford House School we encourage and support all pupils to conduct their own self-care as much as possible. It must not be undertaken by staff because they feel it is quicker or more convenient.

### The Protection of Children

Education Child Protection Procedures and Inter-Agency Child Protection procedures will be adhered to.

All children will be taught personal safety skills carefully matched to their level of development and understanding.

If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to the appropriate manager/ designated person for child protection.

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Advice will be taken from outside agencies if necessary.

If a child makes an allegation against a member of staff, all necessary procedures will be followed (see Child Protection Procedures for details).

### **Health & Safety Guidance – When a child has had an accident**

Staff should always wear an apron and gloves when dealing with a child who is soiled or when changing a nappy. Any soiled waste should be placed in a polythene waste disposal bag and sealed. The bag should then be placed in the outside bin. This bin should be collected on a weekly basis as part of the usual refuse.

It is not classed as clinical waste.

Staff should be aware of the School's Health and Safety Policy.

When a child has an accident and needs changing, as much as possible, the child is encouraged to change themselves. They will use the class toilet areas and a Teaching Assistant/Class Teacher will hand them over the clothes to change into. The wet clothes will then be placed in a sealed bag for the child to take home at the end of the day.

If the child soils themselves then they are encouraged to clean themselves as much as possible. The child will change within the toilet and the adult present outside to encourage and support where needed. If this is as a result of illness the parents will be asked to collect the child. Should a child regularly soil as a result of a medical condition or current medicine than a Care Plan will be devised. Parents are encouraged to provide wipes for the children to clean themselves.

### **Special Needs**

Children with special needs have the same rights to privacy and safety when receiving intimate care. Additional vulnerabilities (any physical disability of learning difficulty) must be considered when drawing up care plans for individual children. Regardless of age and ability, the

views and emotional responses of children with special needs should be actively sought when drawing up or reviewing a care plan. If necessary a Risk Assessment will also be undertaken to ensure that all eventualities have been considered and planned for. This will be shared with parents and class teachers.

### **Equal Opportunities**

All religious views and wishes of all children are respected at Oxford House School. Staff are aware that some children may have to remain covered or need to wash in running water.

All children will be treated according to their need and their gender.

### **Physical Contact**

All staff engaged in the care and education of children and young people need to exercise caution in the use of physical contact. Staff must be aware that even well-intentioned contact might be misconstrued by the child or an observer. Staff must always be prepared to justify actions and accept that all physical contact is open to scrutiny.

The expectation is that when staff make physical contact with pupils it will be:

- For the least amount of time necessary (limited touch)
- Appropriate, given their age, stage of development and background
- In response to the pupil's needs at the time

Arrangements must be understood and agreed by all concerned, justified in terms of the child's needs and consistently applied and open to scrutiny. Where possible, consultation with colleagues should take place where any deviation from arrangements is anticipated. Any deviation from the agreed plan must be documented and reported.

Extra caution may be needed where a child has previously suffered abuse or neglect.

Less careful behaviour may lead to staff being vulnerable to allegations of abuse.

Many such children are needy and seek out inappropriate physical contact. In such circumstances staff should deter the child, seek witnesses and document and report the incident.

### **Pupils in distress**

There may be occasions when a distressed pupil needs comfort and reassurance that may include physical touch such as a caring parent would give. Staff must remain self-aware at all times to ensure that their contact is not threatening or intrusive and not subject to

misinterpretation. At Oxford House School we are a caring school and we will cuddle a child who is distressed.

### **First Aid and intimate care**

Staff who administer first aid should ensure that they administer the care at the First Aid station in the corridor. The pupil's dignity must be considered at all times. Where the accident is of a more intimate nature another member of staff should be in the vicinity and should be made aware of the task being undertaken. A second adult will be present if a child has to remove their skirts/trousers/underwear to show an injury. This will be done in the toilet cloakrooms. All accidents are recorded in the book – if a second adult has been present then both should sign.

Should you have any concerns regarding intimate care please seek advice from the Headteacher.

**Reviewed May 2017 by Mrs K Shine and Early Years staff**

**Review due: May 2018 or sooner if deemed necessary/ in line with Cognita updates.**