

General Welfare Requirement: Safeguarding and Promoting Children's Welfare

Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.



Equality of opportunity

Parents and visitors code of conduct

Policy Statement

Hollyfield Preschool Nursery provides a welcoming, stimulating and secure environment where children and families from all backgrounds and cultures are valued. We respect children's rights, listening to children and putting their needs at the heart of our work. Our inclusive nursery community works together to promote equality, encouraging and supporting each child to develop their potential and sense of identity. We develop our children's curiosity and challenge them to achieve their best and become self-confident and independent learners. We are committed to safeguarding and promoting the well-being of all children and expect our practitioners and volunteers to share this commitment.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development	2.2 Parents as partners	3.2 Supporting every child	4.4 Personal, social and emotional development
1.2 Inclusive practice	2.3 Supporting learning	3.3 The learning environment	
1.3 Keeping safe			

Our Nursery Values 'SPARKLE'

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A – We help children to successfully **Adapt** to new environments and routines. This means children feel secure to **Actively Achieve** their goals.

R – Practitioners strive to have positive and open **Relationships** with all families who come to nursery. We support our children to be **Responsible** and **Resilient** learners

K – Our children are **Keen** learners who show **Kindness** to all around them with support from our positive behaviour systems. Children are **Knowledgeable** about their rights and help each other to stay safe as well as express their feelings.

L – Our **Leadership** is robust and fosters a **Loving** environment both for practitioners and children to have a **Love** for **Learning**

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The UN Convention on the Rights of the child

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC) Children's rights are:

UNIVERSAL – Rights are for all children all over the world

INHERENT – All children are born with these rights

INALIENABLE – Rights cannot be taken away

UNCONDITIONAL – Rights do not have to be earned

INDIVISIBLE – All rights are equally important

Article 2: Non-discrimination - The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3: The best interests of the child - The best interests of the child must be a top priority in all things that affect children.

Article 12: Respect for the views of the child - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13: Freedom of expression - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 19: Protection from violence, abuse and neglect - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 23: Children with a disability - A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 28: Right to education - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 30: Culture - Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 31: Leisure, play and culture - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Code of Conduct for Parents and Visitors to Nursery

Introduction

We have been supporting children and families in our local community since 1993. During this time, we have taught generations of families, as well as welcoming new families each year. We are an inclusive happy nursery and are proud of the work that we do and of our diverse school community. Our code of conduct for parents and visitor's policy supports our aim to provide the best possible learning environment for every child, in which everyone aims to treat each other with respect, kindness and courtesy.

Purpose

This document provides an explanation of the acceptable standard of behaviour expected from parents and visitors to the nursery premises and those interacting with children and staff in order make this nursery a safe place to learn, work and visit.

What you can expect of us, and what we expect of you

Hollyfield Preschool Nursery and its staff will:

- Treat parents and visitors to our school site with the respect to which they are entitled
- Ensure that parents and visitors to our school site are supervised, where necessary
- Check the identity of contractors, workers and other parents and visitors to our school site, as necessary
- Act in accordance with our safeguarding policy (see the nursery website)
- Do all that they reasonably can to ensure that our school site is a safe and welcoming learning and working environment.
- Ensure that all who use our setting can do in a smoke free environment, both indoors and outdoors.

All parents and visitors to our school, and interacting with our pupils and staff, are expected to behave calmly, politely and respectfully. This means that parents and visitors must:

- Treat all members of our nursery community, the environment and nursery property with respect
- Follow our school rules, protocols and any instructions given by nursery staff
- Report anything that puts anyone on our site at risk to a member of our staff
- Accept that they are responsible for their own child's behaviour and safety, whilst their child is in their care, even when they are on our nursery premises, adhering to our policy, 'Achieving positive behaviour by all who use the setting.'

The type of behaviour that the school considers unacceptable

Hollyfield Preschool Nursery will decide on an individual basis whether a visitor's behaviour is unacceptable, but any behaviour that we believe adversely affects our safe and caring learning environment and/or puts the physical or emotional well-being of a pupil, member of staff, parent or other visitor at risk, is not acceptable behaviour on our nursery site.

This may include, but is not limited to:

- Disruptive behaviour
- Extremism, where this is observed it is logged and immediately referred to the Security Partnership Officer CASS.
- Racist behaviour is not tolerated from anyone in our setting. Any incidents, including children, staff, volunteers or parents, should be dealt with immediately and recorded.
- Aggressive or threatening speech or behaviour e.g. by swearing, threatening or shouting at others, taking an aggressive stance, threatening to strike someone or assaulting another person
- The use of physical aggression towards another adult or child. This includes physical punishment of one's own child.
- Approaching someone else's child in order to chastise them.
- Behaviour that could be considered racist, sexist, homophobic or similarly offensive in some other way
- Smoking, vaping or being under the influence of alcohol or drugs whilst on our nursery site;
- Bringing animals on to our school site, other than guide dogs
- Being in possession of weapons of any kind
- Refusing to follow the reasonable instructions of our staff.

In addition, unacceptable behaviour also includes any communication with a member of our nursery community that is malicious, threatening or abusive, including in person, over the telephone or in writing, e.g., by letter, email or any other electronic format, such as social media (please see our Online safety policy and further information below) regardless of whether it takes place on the school premises.

Intoxication:

Should staff believe that parents/carers have arrived at the setting intoxicated, the following procedure will be followed:

1. Staff will ask parents/carers not to take their child, but to stay with a staff member for a chat, as to gauge whether the parent/carer can care for their child adequately
2. The police will be called if parent/carer insists on taking the child, but do not appear capable of caring for their child
3. An immediate referral to the Children's Advice and Support Service (CASS) team will be made by the staff member with the support of the Manager or Deputy Manager regarding the safeguarding of the child, which follows the settings safeguarding policy and procedure.

Inappropriate use of Social Network Sites

Social media websites are being used increasingly to fuel campaigns and complaints against settings, staff and volunteers and in some cases other parents/children. The Manager of Hollyfield Preschool Nursery considers the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole nursery community.

Any concerns you may have must be made through the appropriate channels by speaking to the Manager, Deputy Manager or staff, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any parent/carer or visitor of a child/ren being educated at Hollyfield Preschool Nursery is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. This also applies to third parties, for instance individuals from the wider community (family members).

Social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report content or activity which breaches this. The nursery will also expect that any parent/carer removes such comments immediately.

In serious cases the nursery will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying. It is important to note that although this would be unusual to occur with a nursery aged child, we have children up to and including the age of 8 at Kids Around the Clock Club and Go Wild Club.

How the nursery will respond to behaviour that is unacceptable

In most cases the nursery will attempt to informally remedy the situation by speaking with the individual concerned, privately. There may be no further action.

Where there is any dispute over what has occurred, or if the alleged incident is complex or serious, the nursery will conduct a formal investigation in order to establish the facts and determine what action should be taken, if any. If the nursery decides that a parent or visitor's behaviour has been unacceptable the nursery or, in some cases the Local Authority on the nursery's behalf, may decide to:

1. Informally, i.e., verbally, warn the parent or visitor about their behaviour
2. Formally, i.e., in writing, warn the parent or visitor about their behaviour
3. Ban the parent or visitor from the premises for a specified period
4. Report the behaviour to the Police

Please follow the nursery's complaints procedure if you disagree with decision reached by the nursery.

Questions and concerns about this code

Hollyfield Preschool Nursery is grateful for the support that it receives from parents and visitors in maintaining its caring and safe learning and working environment, so any feedback that you may have about the content of this code of conduct is welcomed. Please direct any feedback or questions about the code of conduct to the nursery office, who will refer your comments on to an appropriate member of staff.

Thankfully, such incidents as set out above are extremely rare. We trust that parents/carers and visitors will assist our nursery with the implementation of this policy and we thank you for your continuing support of the setting.

This policy was adopted at Hollyfield Pre School Nursery's Staff meeting in January 2019

Date amended and readopted 2020

Date to be reviewed – Feb 2022

Signed on behalf of the management team –

Name of signatory –

Role of signatory -

Legal framework

Education (Education Provision for Improving behaviour) Regulations (2012)

Other useful Pre-school Learning Alliance publications

- Reflecting on Behaviour (2010)
- The Social Child (2007)
- <http://sunshine-parenting.com/2015/05/08/5-steps-to-help-kids-resolve-conflicts/>
- Additional provision to manage behaviour and the use of exclusion, Ofsted (2012)
- The exclusion from school of children aged four to seven, Ofsted (2009)

Parent Charter

We are a Rights Respecting Nursery, teaching children about their rights under the UN Convention on the Rights of the Child and helping them to grow into confident, caring and responsible young citizens both in nursery and within the wider community. By learning about their rights our children also learn about the importance of respecting the rights of others.

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Children's rights:	Staff as duty bearers respect children's rights by:	Parents & carers as duty bearers respect children's rights by:
We have the RIGHT to an identity (Article 8)	- Valuing each child as an individual	- Sharing about your child's family history with your child's key person Keeping your child's name the same at nursery and home.
We have the RIGHT to be listened to and taken seriously (Article 12)	- Listening to children - Reflection & planning learning together - Teaching children vocabulary of emotions - Giving children Leadership roles - Voting for summer trip etc - Teaching children conflict resolution	- Offering children choices - Encouraging decision making e.g. what to wear, choosing stories etc - Giving children responsibilities e.g. putting away their toys and belongings away
We have the RIGHT to be protected from being hurt or badly treated (Article 19)	- Encouraging self-esteem & assertiveness - Developing children's ability to identify & take managed risks e.g. Forest School - Recognising signs and symptoms of abuse - Using NSPCC PANTS and internet safety resources with the children - Having small key groups and trusting relationships with staff in order to disclose abuse. - Teaching children to say stop and letting them know that they can tell staff when they are hurt.	- Talk to children about what they need to do to keep safe eg holding hands to cross the road - Inform staff of any concerns about your child - Inform nursery promptly of any reasons for absence - Teaching children to say stop and letting them know that they can tell yourselves and staff when they are hurt.
If we have a disability, we have the RIGHT to special care and education (Article 23)	- Using Makaton to support language development - Having skilled staff. - Training staff giving them appropriate CPD - Accessing appropriate support	- Attending Support Plan meetings - Ensuring your child attends appointments with outside agencies - Meet your child's needs; keeping

	<p>to enable each child to reach their full potential</p> <ul style="list-style-type: none"> - Differentiate resources, environment, language. - Have excellent one page profiles. - have a knowledgeable SENCO 	<p>equipment, strategies up to date.</p>
<p>We have the RIGHT to good quality health care, to clean water and good food (Article 24)</p>	<ul style="list-style-type: none"> - Providing fruit and milk for healthy snacks - Teaching children about food & cooking - Encouraging children to wash hands - Supporting children's toilet training - having an accessible water fountain or jug of water and cups 	<ul style="list-style-type: none"> - Provide regular healthy meals - stop giving bottles - provide milk in a cup - Providing healthy lunchboxes - Working with nursery staff to toilet train your child
<p>We have the RIGHT to a proper house, food and clothing (Article 27)</p>	<ul style="list-style-type: none"> - Access to support from Children's Centre services - Quick identification and referrals for Early Help. - Teaching children about Food Bank collections - Teaching children about charity work 	<ul style="list-style-type: none"> - Inform staff of any concerns about your child - Donate to our Food Bank collections for local families when you can - Support for charity work
<p>We have the RIGHT to an education (Article 28)</p>	<ul style="list-style-type: none"> - Planning learning opportunities to ensure every child makes the best possible progress in their learning and development - Sharing information with other professionals 	<ul style="list-style-type: none"> - Being punctual when bringing and collecting your child - Ensuring your child attends nursery every session - Attending parent workshops - Sharing information from other settings my child attends
<p>We have the RIGHT to an education which develops our personalities, respect for others' rights and the environment (Article 29)</p>	<ul style="list-style-type: none"> - Planning exciting opportunities that enable children to explore, investigate and experiment - working towards RRSA - Taking the RRSA puppet home - Teaching children about recycling and caring for our environment 	<ul style="list-style-type: none"> - Choosing a library book each week and read to your child every day - Attend nursery trips and visits with your child - Support Rights Respecting School Award. <ul style="list-style-type: none"> o Look at Tapestry with your child add observations onto Tapestry about your child. - work on your child's learning through their next steps on Tapestry.
<p>We have the RIGHT to speak our own languages and follow our families' ways of life (Article 30)</p>	<ul style="list-style-type: none"> - Encouraging children to use their first language - Celebrating festivals and family events - have multicultural foods throughout the year for snack <ul style="list-style-type: none"> o have multicultural clothing and equipment in role play. 	<ul style="list-style-type: none"> - Encouraging children to use their first language - Sharing festivals and celebrations <ul style="list-style-type: none"> - Attending nursery trips, visits and celebrations with your child
<p>Child's name:</p>	<p>Parent/carer:</p>	<p>Date:</p>
	<p>Key Person:</p>	<p>Date:</p>