**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  1.2 Inclusive practice  1.3 Keeping safe | 2.2 Parents as partners  2.3 Supporting learning | 3.2 Supporting every  child  3.3 The learning  environment | 4.4 Personal, social and  emotional development |

**Our Nursery Values** ‘SPARKLE’

**S –** We provide **Security** which enables **Self-belief**. This in turn makes each child feel **Special** which gives **Strength** of character.

**P –** **Practitioners** teach with **Passion** and support children in being **Playful**, **Persistent** and **Proud** learners

**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**

**E –** We ensure **Equality** which supports **Empowerment** in taking steps in our own learning. Children and staff are **Enthusiastic** and **Eager** to keep learning.

**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

**INDIVISABLE** – All rights are equally important

**Article 1:** Definition of the child

Everyone under the age of 18 has all the rights in the Convention.

**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 5:** Parental guidance and a child’s evolving capacities

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child’s increasing capacity to make their own choices.

**Article 6:** Life, survival and development

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

**Article 7:** Birth registration, name, nationality, care

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

**Article 8:** Protection and preservation of identity

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child’s name, nationality or family relationships from being changed unlawfully.

**Article 9:** Separation from parents

Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

**Article 10:** Family reunification

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child’s parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

**Article 11:** Abduction and non-return of children

Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home

**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 14:** Freedom of thought, belief and religion

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

**Article 15:** Freedom of association

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**Article 16:** Right to privacy

Every child has the right to privacy. The law should protect the child’s private, family and home life, including protecting children from unlawful attacks that harm their reputation

**Article 17:** Access to information from the media

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

**Article 18:** Parental responsibilities and state assistance

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

**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 20:** Children unable to live with their family

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child’s culture, language and religion.

**Article 21:** Adoption

Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children’s best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

**Article 22:** Refugee children

If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with 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 24:** Health and health services

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

**Article 25:** Review of treatment in care

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

**Article 26:** Social security

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance

**Article 27:** Adequate standard of living

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

**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 29:** Goals of education

Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**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

**Article 32:** Child labour

Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

**Article 33:** Drug abuse

Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

**Article 34:** Sexual exploitation

Governments must protect children from all forms of sexual abuse and exploitation.

**Article 35:** Abduction, sale and trafficking

Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

**Article 36:** Other forms of exploitation

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

**Article 37:** Inhumane treatment and detention

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

**Article 38:** War and armed conflicts

Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

**Article 39:** Recovery from trauma and reintegration

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

**Article 40:** Juvenile justice

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

**Article 41:** Respect for higher national standards

If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

**Article 42:** Knowledge of rights

Governments must actively work to make sure children and adults know about the Convention. The Convention has 54 articles in total.

**Article 45:**

UNICEF can provide expert advice and assistance on children’s rights.

**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 nursery 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 policy 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, free from bullying, 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 site with the respect to which they are entitled
* Ensure that parents and visitors to our site are supervised, where necessary
* Check the identity of contractors, workers and other parents and visitors to our site, as necessary
* Act in accordance with our safeguarding policy (see the nursery website)
* Do all that they reasonably can to ensure that our 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 nursery, and interacting with our children 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 nursery 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 team
* 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 this policy

**The type of behaviour that the nursery 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 child, member of staff, parent or other visitor at risk, is not acceptable behaviour on our site.

This includes, but is not limited to:

* Disruptive behaviour
* Bullying of any kind to any person
* 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 e.g. by swearing, threatening or shouting at children, staff or visitors
* Aggressive or threatening physical behaviour e.g. taking an aggressive stance, threatening to strike someone or assaulting children, staff or visitors. This includes physical punishment of one’s own child or 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
* Saving photos of other people’s children from Tapestry or Facebook onto any kind of device or taking photos or videos of other people’s children without permission
* Smoking, vaping or being under the influence of alcohol or drugs whilst on our nursery site
* Talking maliciously to other people about the staff at nursery or about other parents and/or children
* Bringing animals on to our 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 and Tapestry (please see our Online Safety Policy on our website and further information below) regardless of whether it takes place on or off the nursery 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 does 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. We have a system called ‘The 3 C’s’ which stands for compliments, concerns and complaints. Please ask to begin the complaints procedure, should you feel it necessary. It is also important to point out that staff are able to make a complaint about a parent/carer, just as you are able to do this about adults who use the nursery. The 3 C’s folder can be found at the parent board in the main corridor.

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, Tapestry 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 an inappropriate social network entry. We will take and deal with this as a serious incident of bullying. It is important to note that although this would be unusual to occur with a nursery aged child, it could still happen and we have children up to and including the age of 11 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 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 (verbally) warn the parent or visitor about their behaviour
2. Formally (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 (see the nursery website).

**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 management team, 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.

Appendix 1



|  |  |  |
| --- | --- | --- |
| **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.  **Our Nursery Values** ‘SPARKLE’  **S –** We provide **Security** which enables **Self-belief**. This in turn makes each child feel **Special** which gives **Strength** of character.  **P –** **Practitioners** teach with **Passion** and support children in being **Playful**, **Persistent** and **Proud** learners  **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**  **E –** We ensure **Equality** which supports **Empowerment** in taking steps in our own learning. Children and staff are **Enthusiastic** and **Eager** to keep learning. | | |
| **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 to enable each child to reach their full potential  - Differentiate resources, environment, language.  - Have excellent one page profiles.  - Have a knowledgeable SENCO | - Attending Support Plan meetings  - Ensuring your child attends appointments with outside agencies  - Meet your child’s needs; keeping equipment, strategies up to date. |
| We have the RIGHT to good quality health care, to clean water and good food (Article 24) | - 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 | - Provide regular healthy meals  - Stop giving bottles  - Provide milk in a cup  - Providing healthy lunchboxes  - Working with nursery staff to toilet train your child |
| We have the RIGHT to a proper house, food and clothing (Article 27) | - 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 | - Inform staff of any concerns about your child  - Donate to our Food Bank collections for local families when you can  - Support for charity work |
| We have the RIGHT to an education (Article 28) | - Planning learning opportunities to ensure every child makes the best possible progress in their learning and development  - Sharing information with other professionals | - 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 |
| We have the RIGHT to an education which develops our personalities, respect for others’ rights and the environment (Article 29) | - 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 | - 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.  - 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. |
| We have the RIGHT to speak our own languages and follow our families’ ways of life (Article 30) | - Encouraging children to use their first language  - Celebrating festivals and family events  - have multicultural foods throughout the year for snack  - Have multicultural clothing and equipment in role play. | - Encouraging children to use their first language  - Sharing festivals and celebrations - Attending nursery trips, visits and celebrations with your child |
| Child’s name: Parent/carer: Date:  Key Person: Date: | | |