



<b>Policy title</b>	Well Being Policy
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<b>Policy owner</b>	Rob Smith (Principal)

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## **1. Settling In**

1.1 We want children to feel safe and happy in the absence of their parents at the Nursery. We want to help children to recognise other adults as a source of authority, help and friendship in their parent's absence. We aim to help children to be able to share with their parents the new learning experiences they have enjoyed at Nursery. We also aim to make parents feel welcome and involved from the time their child starts Nursery.

1.2 We understand that children cannot play or learn successfully if they are anxious and unhappy. Our settling in procedures aim to help parents/carers and children to feel comfortable in the Nursery ensuring that children can benefit from all that Nursery has to offer. We also help the children to feel confident that their parents/carers will return at the end of the session.

### **1.3. Our procedures for 'Settling in'**

- i. All children will receive a home visit from two members of staff, usually the Nursery Teacher or child's Key Person or and the Nursery Administrator.
- ii. Children will attend one viewing and two play sessions without their parent/carer before they start Nursery.
- iii. We create opportunities for the exchange of information, using among other resources, a copy of the prospectus, Communicate in Print booklet, admissions form, a home visit and play sessions.
- iv. We ensure plentiful opportunities for parents/carers to inform the Nursery about their children's current achievements and interests.
- v. We offer a flexible admissions procedure, to meet the needs of individual families and children.
- vi. We make it clear to families that they will be welcomed and supported in the nursery for as long as it takes to settle their child.
- vii. We reassure parents whose children seem to take a long time to settle into Nursery life and are flexible with session times.
- viii. We admit children to the Nursery on a staggered basis, if numbers are high.
- ix. We encourage parents/carers, where appropriate, to separate from their child for a brief period at first, gradually building up to longer absences.

### **1.4 Informing parents**

1.4.1 Parents/carers are informed of our approach to 'settling in' via the Nursery prospectus, Communicate in Print booklet of practitioners, Class Dojo and at play days. We direct parents/carers to Change 4 Life and the Healthy Child Programme in conjunction with the NHS. Nursery will work with the Health Visiting team to ensure integrated progress reviews are completed at approximately 27 months.

## 2. Healthy Eating

- 2.1 Churchwood Nursery is committed to encouraging and developing positive attitudes towards food and a healthy diet. In accordance with the Every Child Matters agenda 2004, and to support the 5 outcomes for children, promoting a healthy life style is integral to our curriculum and we recognise the importance of offering children the opportunity to make informed choices about what, when, where and why they eat.
- 2.2 We know that food is fundamental to the quality of a child's life, not just in providing essential nutrition but in communicating and sharing positive values, attitudes and experiences with each other.
- 2.3 We believe that adults (staff, parents and carers) should be good role models and should support the children in understanding how balanced nutrition contributes to a person's health, happiness and general well-being. All staff have received Food Hygiene training; all new staff receive the training within 3 months. The Nursery has suitable facilities for food preparation. However, we are unable to re-heat foods.

### 2.4 Aims and Objectives

- 2.4.1 To improve the health of pupils, staff and the whole school community by helping to influence eating habits through increasing knowledge and awareness of food issues including what constitutes a healthy diet.
- 2.4.2 To ensure pupils are well nourished at Nursery and that every pupil has access to safe, tasty and nutritious food and a safe, easily available water supply during the Nursery day.
- 2.4.3 To ensure that food provision in the Nursery acknowledges the ethical and medical requirements of staff and pupils e.g. religious, vegetarian, medical and allergenic needs.
- 2.4.4 To introduce and promote practices within the Nursery to reinforce these aims and to remove or discourage practices that negate them.
- 2.4.5 Pupils in Nursery will benefit from the free Fruit and Vegetables Scheme and the Free Milk for under 5's Scheme. There will be snack time in the morning and afternoon for children to access this. Parent/carers are asked to donate fruit for snack time. (Appendix 1 procedure for snack bar)
- 2.4.6 All children have access to water throughout the day.
- 2.4.7 Chocolate, sweets, biscuits, crisps, and cakes are actively discouraged as everyday snacks in Nursery or as part of lunch boxes. Chewing gum and fizzy drinks are not permitted, only water is permitted. Pupils' lunch boxes should offer balanced nutrition. Across a week parents are encouraged to offer a variety of healthy foods.



Leaflets on providing a healthy lunch box are supplied in the new to Nursery Admission packs.

- 2.4.8 Birthdays, and special events such as Christmas parties in class are also times where food contributes to a sense of celebration and sharing. On these occasions foods other than fruit or vegetables may be offered, but the staff will remind the children that this is an “occasional” treat and not “every day food”.
- 2.4.9 The Nursery is aware of the possibility of food allergies, particularly nut allergies. Parents or carers of children who are on special diets for medical or religious reasons, or who have allergies, will be asked to provide as much information as possible about which foods are suitable or foods which must be avoided. This information will be displayed in the nursery, staff room and in the school kitchen. If the allergy is significant, an Individual Health Care Plan will be formulated (as outlined in the University of Brighton Academies Trust [Supporting Students and Pupils with Medical Conditions Policy](#)).
- 2.4.10 Pupils are taught not to share packed lunches and parents are reminded about the need to avoid sending in packed lunches containing nuts. This is communicated at home visit and through Class Dojo. Churchwood Nursery cannot guarantee that all parents will comply with the request and for that reason the school does not purport to be a “nut free Nursery”. Further advice from allergies web-sites suggest that it is in the interest of pupils longer term safety, that they learn to be aware of the risks of cross contamination and that they learn to manage the risks themselves.
- 2.4.11 Portion – no child is made to finish all the food that they are offered because we know that appetites vary from person to person. However, we do actively encourage the children to “try a little bit more” if they can to ensure that they are not hungry later on in the day.

## 2.5 School Meals

- 2.5.1 The termly school menu is available on Parent Pay on a termly basis for parents and children to discuss meal choices.
- 2.5.2 Children are given time and space to eat in a calm environment and are helped to see that enjoying food and eating meals with others contributes to a happy lifestyle. Children are encouraged to try new foods and flavours in a supportive environment and achieving a healthy balance. The Nursery listens to and accepts constructive feedback and responds accordingly.
- 2.5.3 Children will be encouraged to develop good eating skills and table manners at lunch time and will be given plenty of time to eat (Appendix 2 Procedure for lunchtime). This will be achieved by:
  - i. Being encouraged to try a wide range of foods at lunchtimes to develop a taste for a greater variety of foods and achieve a balanced diet.



- ii. Being encouraged to use a fork, spoon and knife to eat their lunch which is age appropriate.
- iii. Parents or carers will be advised if their child is not eating well
- iv. Demonstrating good manners

2.5.4 The Nursery is aware that the primary role model in children's healthy eating education lies with parents/carers. We wish to build a positive and supportive relationship with the parents/carers of children at our Nursery through mutual understanding, trust and co-operation. In promoting this objective we will:

- i. Inform parents/carers about the Academy healthy eating education policy and practice.
- ii. Inform parents/carers about the best practice known with regard to healthy eating so that the parents/carers can support the key messages being given to children at Nursery.

### 3. Equal Opportunities

3.1 We are committed to creating an environment where everyone feels valued. We take positive action to eliminate discrimination and we work in accordance with all relevant legislation.

3.2 The Nursery ensures that no child, parent/carers, member of staff or member of the wider community receives less favourable treatment on grounds of age, attainment, disability, gender, sexual orientation, religious belief, language, race, colour, nationality or ethnic origin. Nor will staff with family members in the nursery receive more favourable treatment on this ground. Both the staff member and Nursery Teacher/key person should maintain a relationship that allows information to be shared at appropriate times according to the 'parents as partners' section within the Early Years Policy. This ensures that both the parent/carers and child receive the same Nursery experience as anybody else. All adults and children are respected and treated as individuals.

3.3 Multi-cultural activities are integrated into all aspects of play. We acknowledge, respect and celebrate festivals from all cultures. We encourage children to learn, enjoy and respect other religions and cultures as well as their own. We aim for every child to develop a positive self-image. We aim to provide each child with a wide range of equipment to meet his/her all round and individual needs

3.4 We ensure that the children meet both men and women in the wider community, from all races and cultures. In planning, we take care to consider all cultural and social differences, ensuring that each child is given the opportunity to participate.

3.5 We endeavour to help nurture a sense of valuing all contributions and of perceiving human characteristics and behaviour patterns as opposed to stereotypical expectations.



3.6 We are aware that language influences perceptions and can have a significant impact on response and prejudice. We ensure that all communications with adults and children are sensitively and carefully worded.

#### **4. Discriminatory Behaviour**

- 4.1 To be read in conjunction with the University of Brighton Academies Trust [Parent and Visitor Code of Conduct](#).
- 4.2 We do not tolerate any form of racial or sexist remarks or behaviour from staff, parents/carers or children. Offensive behaviour will not go unchallenged.
- 4.3 Full support will be given to anyone who is confronted with racial or sexual harassment. We aim to ensure that any problem is dealt with in a sensitive and confidential way.
- 4.4 Our response will aim to demonstrate support for the victim(s), to help those responsible to understand and overcome their prejudices and to make it clear that such behaviour or remarks will not be tolerated. Such cases will be documented on incident forms and reported to the local authority.
- 4.5 An atmosphere of care and respect is encouraged in which, known rules provide a secure framework for everyone's activities within the Nursery.
- 4.6 Staff are always fair and consistent when ensuring that rules are applied and by means of their own behaviour, encourage the children to be courteous, co-operative and considerate.
- 4.7 Staff always lead by example and display those qualities which make them positive role models for the children in their care.
- 4.8 We ensure that there is no risk of children only receiving adult attention in return for undesirable behaviour. Through frequent and carefully timed praise and reward children are encouraged to repeat positive patterns of behaviour.

#### **5. Employment**

- 5.1 All vacancies arising within the Nursery are advertised. The best person for each job will be appointed and all applicants for jobs and all those appointed will be treated fairly.
- 5.2 Commitment to implementing Equal Opportunities will form part of the job description for all employees. Please visit [www.brightonacademiestrust.org.uk/about/policies](http://www.brightonacademiestrust.org.uk/about/policies) for more information.

## 6. Language

- 6.1 Bilingual/multilingual children and adults are an asset to the Nursery. Parents/carers are encouraged to speak to their children in their first language at home. Children and parents who have English as a second or additional language will be valued and their languages recognised and respected. Basic information both written and spoken will be communicated in as many languages as needed.

## 7. The Curriculum

- 7.1 All children are respected and their individuality and potential recognised and valued.
- 7.2 Curriculum planning indicates the way in which activities will be adapted /extended to meet the needs of children of different ages and stages. In all undertakings the Nursery recognises the importance of developing a growing awareness of the culture, language, traditions and life styles in our multi-cultural society. In all curriculum planning we aim to celebrate diversity and encourage mutual respect.

### 7.3 Festivals

- 7.3.1 Our aim is to show respectful awareness of all the major events in the lives of the children and families in the Nursery and in society as a whole. We aim to acknowledge all the festivals, which are celebrated in our Academy area and by families involved in the Nursery.
- 7.3.2 Without indoctrination in any specific faith, children will be made aware of the festivals, which are being celebrated, by their own families or others. They will be introduced where appropriate to the stories behind the festivals. Before introducing a festival, with which the staff themselves are not familiar, appropriate advice will be sought from those with relevant knowledge and/or from fitting reference sources. Children and families who celebrate festivals at home, which the rest of the Nursery are not familiar with, will be invited to share their festival with the Nursery, if they wish to do so. We enable children to become familiar with and enjoy taking part in a range of festivals, together with the stories, celebrations, special food and clothing they involve.

#### **7.4 Resources**

- 7.4.1 Resources are chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-cultural society. Open ended materials and resources are used to involve children to represent with home cultures. Materials are selected to help children develop their self-respect and to respect other people by avoiding stereotypes and by using images and words which reflect positively the contributions of all members of society. Resources reflect the Nursery's aim to ensure both boys and girls are given equal access to experiences.

#### **8. Special Educational Needs**

- 8.1 The Nursery recognises that children have a wide range of needs, which differ from time to time, and we consider what part we can play in meeting these needs as they arise.
- 8.2 Planning for Nursery events and meetings takes into account the needs of those with special educational needs and disabilities. Reasonable adjustment will be made for individual children as necessary. See Nursery Special Educational Needs Policy.

#### **9. Partnership with Parents/Carers**

- 9.1 We recognise that many different types of family groups can and do successfully love and care for children. We aim to offer support to all families and to work with parents to ensure all individual needs are considered. Parents/carers are informed of the Nursery's Policies via the Academy website.
- 9.2 We consider all children's dietary, health, language, religious and comfort needs along with their individual likes and dislikes. We make every endeavour to meet the needs of all children in our care. Where it is not possible for the Nursery to meet a specific need, the child's key worker or Nursery Teacher enters into sensitive communication with parents and where necessary calls upon other agencies for advice and support.

#### **10. Sun Safety**

- 10.1 Staff are fully aware of the dangers that over exposure to sunlight can have on skin. The following sets out the main aspects of our Nursery policy to protect children.



## 10.2 Implementation

### 10.2.1 As an Academy we will:

Develop staff awareness with regard to sun safety for all adults and children in the nursery, this includes-

- i Reducing sun exposure between 11am and 3pm
- ii Seeking shade or creating shade in the garden
- iii Putting on clothes to cover arms and legs
- iv Wearing a wide-brimmed hat
- v Applying sunscreen with SPF (Sun Protection Factor) 15 or higher

10.2.2 Other sun safety precautions advised to parents for them to provide include wearing UV protective sunglasses, using lip balm with a SPF of 15 or greater and performing regular skin examinations.

## 10.3 Application of Sun Cream

- i. All parents/carers must provide named sun cream for their child that is to be kept in nursery. Children with eczema and sensitive skin to be provided with specialist sun cream. Pupils' sun cream/ lip balm must be clearly labelled. No child should share products belonging to other children.
- ii. Parent/carer to complete Sun cream application consent form for application of sun cream to their child in admissions forms when starting nursery (Appendix 3).
- iii. Parents will be encouraged to apply cream before the start of nursery.
- iv. Pupils will be encouraged to apply their own cream under the supervision of an adult.
- v. Adults may help children apply cream to their skin if written consent has been given. Adults may only apply cream where another adult is present.
- vi. If written consent has been given but the child's cream is not available, then nursery provided cream can be applied.

## 10.4 Supporting strategies

- i. Develop a proactive procedure to top up sun cream twice daily.
- ii. Sunhats will be considered to be part of school uniform and actively encouraged to be worn.
- iii. Provide parents with information on the type and recommended preventive strategies for sun safety through Class Dojo.
- iv. All adults to ensure children wear hats and cover their arms and legs whilst playing outside.
- v. Utilize shaded areas for outdoor play.
- vi. Provide shaded seating – under trees, parasols for picnic benches etc.
- vii. Model "sun safe practices". All adults should be seen to adhere to sun safe practices.
- viii. Ensure the sun safety policy is adhered to on all daily activities and activities including outings, sports day and special events.

- ix. The dangers of sun will form part of the PSHE/science curriculum.

## **11. Rest**

11.1 We understand the need for young children to have the opportunity to sleep and rest in quiet areas throughout the day to aid physical and emotional well-being and development.

11.2 At Churchwood Primary Academy Nursery we:

- i. Discuss with parents and carers about their child's individual home routines and sleep strategies during the home visit and record this information on the individual child's 'What you need to know about me' form.
- ii. Provide children with access to comfortable spaces away from the main activity area for relaxation and quiet activity as required.
- iii. Provide a separate quiet room to enable individual sleep patterns to be facilitated.
- iv. Use the child's pacifier if they have one during their settling in periods.
- v. Check on sleeping children every ten minutes. Once checked the practitioner always writes the time on the sleep record and puts their initials next to it.
- vi. Set a repeated ten minute timer alarm on the room iPad to ensure sleeping children are checked on every ten minutes.

11.2.3 The underneath bullet points have been written following 'good practice' advice from 'The sleep council': [Children - The Sleep Charity](#)

- i. A floor mattress, with a clean sheet and blanket is provided for each child who needs a sleep or a rest.
- ii. Only light blankets that reach no further than the child's shoulders will be used.
- iii. The bedding is cleaned daily.
- iv. Fluffy blankets, pillows, or stuffed toys will not be provided as this can prevent rebreathing.
- v. The room temperature is regularly monitored to prevent children from overheating. The ideal temperature is 16C-24C.
- vi. Children who are provided with comforters by parents and is agreed will be permitted.

## **12. Illness, Exclusion and Accident**

- i. When a child becomes ill at the Nursery, every effort will be made to contact the parent/carer who will be requested to collect their child as soon as possible.
- ii. In most cases when a child is sent home, we feel it would be beneficial for them to see a doctor.



- iii. We reserve the right to send children home from Nursery if we believe they are unwell.
- iv. Parents/carers must notify the Nursery if they are aware that their child has a contagious illness or if a doctor has confirmed the cause of illness.
- v. We will expect the parents/carers to cooperate with us by not bringing children into the Nursery if they have any infectious or contagious illness. Staff will also be asked not to attend work under the same circumstances.
- vi. All parents/carers will be informed of any contagious diseases that their child may come into contact with if, a case has been confirmed.
- vii. Information on specific contagious illnesses:
  - a. Impetigo: as this is so contagious we ask that children do not attend Nursery until lesions are crusted/healed or 48hrs after starting antibiotic treatment.
  - b. Children suffering from sickness/diarrhoea must not return to the nursery until at least 48 hours have elapsed from the last bout and they are eating normally.
- viii. Details of incubation periods and exclusion times for some of the most common illnesses are available from the Nursery.
- ix. Nursery staff are only able to give prescribed medication. Parents/carers will have to complete medication consent form before leaving their child and sign the form on collection. Medicines given 3 times a day are to be at home. Nursery staff will adhere to the University of Brighton Academies Trust [First Aid and Medical Policy](#).
- x. All medication will be kept out of reach of children.
- xi. Medical Tracker online form must be filled in if any child sustains an injury whilst on the premises. Details of how, where, when, and to whom the accident happened must be recorded by the member of staff who saw and dealt with the injury. The treatment given must also be recorded. An email of the incident is sent to parents.
- xii. Medical Tracker to be used for recording giving medicines, intimate care and first aid.
- xiii. Accidents that lead to hospital treatment must be reported to East Sussex County Council.
- xiv. All children are treated equally and vulnerable children considered 'high risk' of danger, parents will be immediately notified. Protocols and risk assessments will be put into place.

### **13. Intimate Care**

#### **13.1 Introduction**

- 13.1.1 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, (e.g. the administration of rectal diazepam)

- 13.1.2 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.

- 13.1.3 University of Brighton Academies Trust are committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times – as outlined in the [Intimate Care Policy](#). The Trust 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.
- 13.1.4 Intimate care can be required on either a regular basis or following a specific incident. If an academy is made aware, or becomes aware, that regular intimate care will be required then an Intimate Care Plan and Regular Intimate Care Policy Parental Agreement Form (Appendix 4) should be put in place.

## 13.2 Best Practice

- 13.2.1 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.
- 13.2.2 Staff who provide intimate care are trained to do so (including Child Protection and Health and Safety training in lifting and moving) and are fully aware of best practice. Apparatus will be provided to assist with children who need special arrangements following assessment from physiotherapist/ occupational therapist as required.
- 13.2.3 The child 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 he/she can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child.
- 13.2.4 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.



13.2.5 Wherever possible the same child will not be cared for by the same adult on a regular basis; ideally there will be a rota of carers known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, whilst at the same time guarding against the care being carried out by a succession of completely different carers.

13.2.6 Wherever possible staff should only care intimately for an individual of the same sex. However, in certain circumstances this principle may need to be waived where failure to provide appropriate care would result in negligence for example, female staff supporting boys in a primary Academy, as no male staff are available.

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

### 13.3 Children wearing Nappies

#### 13.3.1 Nursery age children

13.3.2 An academy with Nursery provision will follow clear, academy specific, procedures for the changing of nappies.

13.3.3 Parents/carers are expected to provide their own child's nappies, wipes, nappy bags and creams.

13.3.3 Each academy with nursery provision will provide parents/carers with details of:

- i. How the schedule for changing nappies is drawn up and monitored
- ii. How the academy will communicate with parents/carers that supplies of a child's nappies, wipes and creams are running low
- iii. Who will be responsible for changing a child's nappy

#### 13.4 Reception age and older children

13.4.1 An academy should provide the same level of information to the parents/ carers of children admitted to an academy in Reception Year or older still wearing nappies as detailed in 13.4. Information should also include an agreement form (appendix 4) for parents to sign outlining who will be responsible, within the academy, for changing the child and when and where this will be carried out. This agreement allows the academy and the parent to be aware of all the issues surrounding this task right from the outset.

13.4.2 The parents/carers should provide nappies, disposal bags, wipes, changing mat etc. and parents/carers should be made aware of this responsibility. The academy is responsible for providing gloves, plastic aprons, a bin and liners to dispose of any waste.

#### 14 Health and Safety

14.1 Staff should always wear an apron and gloves when dealing with a child who is bleeding or soiled or when changing a soiled nappy. Any soiled waste should be placed in a polythene waste disposal bag, which can be sealed. This bag should then be placed in a bin (complete with a liner) which is specifically designated for the disposal of such waste. The bin should be emptied on a weekly basis and it can be collected as part of the usual refuse collection service as this waste is not classed as clinical waste. Staff should be aware of the Trust's Health and Safety policy. (See appendix 5 Nappy changing procedure)

#### 15 First Aid and intimate care

5.1 Staff who administer first aid and intimate care should ensure wherever possible that another adult is present. The pupil's dignity must always be considered and where contact of a more intimate nature is required (e.g. assisting with toileting or the removal of wet/soiled clothing), another member of staff should be in the vicinity and should be made aware of the task being undertaken.

5.2 Regular requirements of an intimate nature should be planned for. Agreements between the academy, those with parental responsibility and the child concerned should be documented and easily understood. The necessity for such requirements should be reviewed regularly. The child's views must also be actively sought and, in particular, any discomfort with the arrangements addressed.

This policy is an appendage to Churchwood Primary Academy and University of Brighton Academies Trust policies.

### Procedure for Snack Bar in the Nursery

Start time in the morning from 10am onwards, and in the afternoon 1.30pm to last around 45 mins depending on what is being offered. Main purpose is to ensure that children have part of their “5-a-day”, that their social skills are enhanced and that their communication skills are developed. Snack time also lends itself to the development of Personal, Social and Emotional Development (PSED) ED/ Physical Development (PD).

Indicate that snack bar is “open” by children helping to prepare the snack telling the other children inside and outside the snack bar is open by shaking a tambourine.

All staff/children preparing food to wash hands and wash fruit if it has been donated.

If a child is new to the group, check you understand possible individual allergies or intolerances.

Use the list to check off names but also to record anything interesting a child says or does.

The snack bar will operate as identified below:

- i. An adult will be assigned to the rolling snack bar.
- ii. A small group of children will be invited to help to prepare the snack alongside the designated adult. The children will wash their hands before entering the kitchen. The adult will support each child, and where needed teach them how to prepare and cut the snack using knives, kitchen gadgets and equipment such as a toaster. The adult will discuss with the group benefits of eating healthy snacks, and the importance of hygiene.
- iii. The group of children will help the adult to set up the snack bar, providing cups, plates, bowls, a jug of cold water and a jug of cold milk. The prepared snack will be served from the snack table, allowing children to independently help themselves to a drink and a piece of starchy food, cereal and fruit or vegetable.
- iv. The group of children helping to prepare the snack will go and tell all the children, indoors and outdoors that the snack bar is open.
- v. All children coming to the snack bar will be reminded to wash their hands.
- vi. All children will be encouraged to independently select a plate and a cup and choose what food they want to put on their plate and pour themselves a drink. Another adult should be available to support children in doing this.
- vii. The adult/s will help children to make good choice of the amount of food and drink they take and encourage them to eat some and come back for more if they are still hungry. The adult/s will also promote trying new things to eat or drink and will praise any child who eats/drinks something new to them.
- viii. The adult/s will support children in independently pouring their own drinks.



- ix. The adult/s will encourage the children to sit at the snack bar to eat, younger children will be encourage to sit around the table with an adult supporting. All adults supporting snack will interact with all the children; encouraging them to try new things; talk about nutrition and where food comes from; encourage and remind them to use good table manners; teach them about recognising when they are full or if they are still hungry/thirsty. They will use Makaton signs and symbols when possible to help the children name the food and drink items, as well as using Makaton to model to children how to make requests.
- x. The adult/s will join any child who is eating by themselves to make the experience more sociable.
- xi. The children will tidy away their own dirty cups and plates once they have finished, into the box provided.
- xii. The adult will monitor what the children are eating and the amounts they are eating (identifying those children who are very hungry or thirsty or those who refuse to eat or drink at snack times.) Children who regularly refuse snack and drinks will be monitored and supported by their key person in accessing the snack bar.
- xiii. The adult will remind those children who have not had anything to eat or drink whilst the snack bar is open that they can come when they are ready before the snack bar closes.
- xiv. The adult will give all the children a 5 minute warning before the snack bar closes to encourage those who have not had anything to come before the bar is closed.
- xv. Once the snack bar is closed the adult will encourage some of the children to help tidy away the snack and help to wash up the cups and plates.
- xvi. The adult will clean down the kitchen surfaces, the snack bar surfaces and snack table. Wipe all the back splashes, in and outside the kitchen. Clean the sink area and plug. Sweep under the snack bar and tidy the chairs. Clean the bin and sweep the floor if needed. Children can be involved in some of these activities.
- xvii. The clean cups and bowls will be set up for the next snack time and fresh drinking water will be left out on the snack table.

Please regard snack time as a rich learning experience.



## Appendix 2

### Procedure for Lunchtime

The aim is to make it a pleasurable experience for the children with a “family” atmosphere. Children should not have to sit waiting. Adults will use this opportunity to be conversational, develop social skills etc.

- i. To ensure children who need adult support will be seated on a table with an adult. A plate will be provided for the pack lunches and a spoon, fork and cup for the children having school dinners. Children who are ready, or are school leavers will also be provided with a knife.
- ii. All children are offered water with their lunch and school dinners are also provided with milk.
- iii. Where possible children will sit with key person or co-key person where possible. Children eating school dinners will sit together so they can share the same experiences using cutlery and eating the same food.
- iv. An adult sits at every table supervising.
- v. All adults covering lunch times are encouraged to eat with the children and will role model good eating habits (making healthy choices with the children) and support children in eating their meals independently and talking about healthy food choices, and portion size.
- vi. One adult will be named to collect the hot meals from the kitchen and distribute the hot food to the children sitting at their tables. They will take responsibility for keeping the kitchen space clean and tidy during the lunch hour, collecting dirty plates, handing out puddings and serving milk to the children who have hot dinners. They will scrape the dirty plates and stack them ready to be taken back to the kitchen. They will wash up / stack the dishwasher as needed and support children on the independent table as needed.
- vii. The rest of the adults on duty will help all children finding their seats and help to organise the children who have pack lunches in collecting their lunch boxes and drinks.
- viii. Adults will help children with pack lunches to get their savoury foods out on their plates and put their lunch boxes to the side or under their chairs. They will encourage all children having pack lunches to eat savoury foods and fruit before sweet items. They will monitor what is in children’s boxes and talk to parents if the food items are not appropriate. Adults to cut and prepare grapes etc if necessary.
- ix. The adult in the kitchen will prepare flannels ready for the children to use after they have finished eating. The children will be given a flannel before leaving the table to wash their face and wipe their hands, and dirty flannels will be put into the dirty flannel box ready to be washed
- x. At the end of the lunch time adults will organise themselves to take the children outside or to the other end of the Nursery whilst the dining area is closed cleaned and swept by the remaining adults.



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- xi. Children can be invited to help tidy up the dining area with the adults.
- xii. The adult in the kitchen will clean down the kitchen (including cleaning the work surfaces, sink and plug, bin) sweep the floor and take the dirty plates back to the kitchen at 1pm (or before if time allows).

Please regard lunch time as a rich learning experience.

**Parental consent Sun cream application**

**This form must be completed by parent/guardian**

Name of child/ Young person .....

Class/ Year group.....

Name of Sun cream.....

We support children to apply their own sun cream as much as possible. However we request that you give permission for staff to apply sun cream when needed.

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**By signing this form I give permission for my child / a member of staff to apply sun cream I have provided when needed.**

Parent/Guardian Name .....

Parent Signature .....

Date .....

**Appendix 4**

**Regular Intimate Care Policy Parental Agreement Form**

- 1 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.
- 2 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.
- 3 The Trust 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. The Trusts 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.
- 4 The child who requires intimate care is treated with respect at all times; the child's welfare and dignity is of paramount importance.
- 5 The child 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 he/she can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child.
- 6 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.
- 7 Wherever possible the same child will not be cared for by the same adult on a regular basis; ideally there will be a rota of carers known to the child who will take turns in providing care.
- 8 Wherever possible staff should only care intimately for an individual of the same sex.
- 9 The Trusts require that each academy records who changes a child, how often this task is carried out and the time they left/returned to the classroom following this task.
- 10 Parents have a role to play when their child is still wearing nappies. The parent should provide nappies, disposal bags, wipes, changing mat etc. and parents should be made aware of this responsibility. An academy is responsible for providing gloves, plastic aprons, a bin and liners to dispose of any waste.

11 Staff should always wear an apron and gloves when dealing with a child who is bleeding or soiled or when changing a soiled nappy. Any soiled waste should be placed in a polythene waste disposal bag, which can be sealed. This bag should then be placed in a bin (complete with a liner) which is specifically designated for the disposal of such waste.

12 Staff who administer first aid should ensure wherever possible that another adult is present. The pupil's dignity must always be considered and where contact of a more intimate nature is required (e.g. assisting with toileting or the removal of wet/soiled clothing), another member of staff should be in the vicinity and should be made aware of the task being undertaken.

**INTIMATE CARE POLICY PARENTAL AGREEMENT FORM**

I agree to support the Intimate Care Policy and practice of The Hastings Academies Trust and University of Brighton Academies Trust.

Signature of Parent / Carer .....

Print Name .....

Date .....

Signature of Academy Representative .....

Print Name .....

Position .....

Date .....



## Appendix 5

### Nappy Changing Procedure

Children must not be left unattended on the changing unit at any time during this procedure.

- Member of staff changing child to tell the other adults in the room that they are going into the toilets to change a child
- Encourage child to collect bag from peg if they need to change their clothes
- Staff must wash and dry hands
- Make sure the changing mat on the changing station is clean
- Put on gloves (and apron for soiled nappies) and support the child in removing their clothing if needed
- Support the child in safely climbing up onto the changing station and lying down
- Remove the wet or soiled nappy
- Put nappy into a nappy bag
- Clean child from front to back with wipes provided by parent/carer
- Remove gloves by peeling back from wrist and place in nappy bag immediately
- Dispose of wipes in the nappy bag
- Put on clean gloves if necessary, replace nappy and support the child to dress themselves if needed
- Clean changing mat with sanitizer and wipes
- Place any soiled clothes in a plastic tie top bag
- Dispose of nappy bag and gloves in bin provided
- Assist child to wash hands if needed
- Member of staff to wash their hands
- Support child to take clothes bag/dirty clothes bag back to peg

This procedure is in line with the academy intimate care policy.

- In addition to the procedure there is a nappy and toileting schedule printed weekly and put next to the changing station in the toilet. Identified staff complete and initial the schedule at every nappy change / toileting.

*(How the schedule for changing nappies is drawn up and monitored 3.1.3 Policy B4 – Intimate Care)*

- Each key person asks parents for more nappies, wipes and creams as needed via Class Dojo. Parents are made aware of this system at the home visit.

*(How the academy will communicate with parents/carers that supplies of a child's nappies, wipes and creams are running low 3.1.3 Policy B4 – Intimate Care)*



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- Where possible the child's key person is responsible for changing a child's nappy and supporting their training needs. Only staff with the relevant DBS checks will be required to support children with their intimate care needs.  
*(Who will be responsible for changing a child's nappy 3.1.3 Policy B4 – Intimate Care)*