



Early Years Protocols

Updated August 2026

ROLES AND RESPONSIBILITIES

The Board of Trustees holds overall responsibility for ensuring a safeguarding policy for children is in place. This includes outlining actions to be taken when there are safeguarding concerns about a child, guidelines on the use of mobile phones and cameras, and requirements for staff safeguarding training. These issues are addressed in part within this document.

The Board of Trustees also has overall responsibility for ensuring a policy is in place for handling allegations made against a member of staff.

The EYFS Lead is responsible for the overall implementation of this document. The school/trust is responsible for handling complaints regarding this policy, as outlined in relevant procedures.

The EYFS Lead, in conjunction with the Headteacher, is responsible for the day-to-day implementation and management of this document.

All staff, including teachers, support staff, and volunteers, are responsible for familiarizing themselves with and following this document. They are also responsible for remaining alert to any issues of concern regarding children.

AIMS

We aim to:

- Provide a happy, secure foundation that fosters a lifelong love of learning.
- Promote holistic child development: personal, social, physical, and emotional.
- Develop independence and social skills within a supportive environment.

GUIDING PRINCIPLES

Our practice is anchored in the four EYFS statutory principles: A Unique Child, Positive Relationships, Enabling Environments, and Learning and Development.

BITING

Biting is often a developmental behavior used when communication skills are developing. Preventive measures include sensory resources, chewlery, adequate staffing, and engaging environments.

In the event of a biting incident:

- Comfort the child who was bitten, administer first aid if required, record the incident on Arbor, and inform parents/carers.
- Maintain confidentiality; do not disclose the identity of the child who bit.
- Address the behavior with the child who bit in an age-appropriate, constructive manner.

Persistent biting triggers targeted observations, parental collaboration, and potential referral to the SENCO or Early Learning Team.

CHILD COLLECTION

At the end of each session, children are released only to authorised parents, carers, or designated adults. Staff maintain active supervision at collection doors to ensure orderly, safe handovers.

Attendance schedules and contracts (for Nursery) are agreed upon enrollment. Any pattern modifications require approval from senior staff and the admin office.

Authorised collection details and security passwords are stored confidentially. At least two emergency contacts are required per child and updated regularly.

If, for some reason, a child is not collected at the end of a session or day, the following procedure will be followed:

- If collection is delayed over 15 minutes, the EYFS lead, Pastoral Team, and SLT are notified. Statutory school-age children enter the on site after-school club.
- If the parent/carer is late to collect at lunchtime, the child will remain with children having dinner, and an additional member of staff may need to delay their break.
- A member of staff will telephone the parent/carer or designated adult and use any other emergency contact details available. If parents/carers cannot be contacted, the Headteacher/Deputy Headteacher or another member of the Senior Leadership Team (SLT) on site should be informed.
- The staff member in charge and one other member of staff must stay with the child if it falls outside of normal operating hours. During normal operating times, staff ratios must be met and planned accordingly.
- Parents/carers will incur charges if they are late collecting their children.

If a child is not collected within 1 hour:

- A relevant report form should be completed (Safeguarding Log on Arbor).
- The school **DSL** (Designated Safeguarding Lead) will be informed and will contact the local authority Children in Need Duty Team and other appropriate bodies.
- The duty social worker will take charge of the situation and decide what will happen next, including whether the police need to be involved in helping to trace the parent/carer of the child.

- If the parent/carer or other designated person cannot be found, the duty social worker can arrange for the child to be placed in temporary care until the situation is resolved.
-

HEALTH AND SAFETY

All practitioners must understand health and safety requirements. Key standards include:

Complete food hygiene training upon induction, renewed every 3 years and logged on Arbor.

Maintain at least one certified Paediatric First Aid (PFA) practitioner on site at all times and during outings. We go above this and aim for at least one PFA in each room at all times with many of our staff PFA trained.

Risk Assessment

Conduct and document daily workplace risk assessments; review whenever routines, equipment, or needs change.

Maintain continuous vigilance for hazards; immediately mitigate risks, notify the Site Manager and H&S Lead, and log the issue.

Administration of Medicine

Administer prescription medicine only if prescribed by a healthcare professional, in its original container, and with written parental consent and SLT sign-off.

Log every dose immediately in the room's medication record file.

Establish formal healthcare plans before admission for complex or long-term medical needs.

Administer non-prescription medicine (e.g., Paracetamol) only under exceptional circumstances with parental consent and SLT authorization.

Never force medicine if a child refuses; inform parents and record the refusal.

Store all medication safely in a refrigerator or secure storage area as directed.

Sick Children

Notify parents immediately if a child becomes unwell; comfort and supervise the child until collected.

Follow statutory infection control guidelines; notify the Health Protection Unit and inform parents in writing regarding infectious diseases.

First Aid

Maintain fully stocked first aid boxes in every room and audit them monthly.

Prominently display details of qualified Paediatric First Aid staff across the setting.

Recording Accidents and Incidents

Log all accidents, incidents, and pre-existing injuries on Arbor on the same day, detailing date, time, people involved, injuries, and actions taken.

Report serious incidents to the Headteacher and H&S Lead immediately.

Issue "bump notes" for minor injuries, and phone parents immediately for head injuries or emergency hospital transfers.

Outings

Complete full risk assessments prior to all trips in line with the school trips policy.

Hygiene

Maintain continuous cleanliness across premises; regularly inspect and restock toilets and changing areas.

Personal Hygiene

Wash hands before handling food, after using the toilet, and after handling spillages.

Cover cuts and abrasions, and keep long hair tied back while serving food.

Encourage children to adopt good personal hygiene practices.

Dealing with Spillages

Clean bodily fluids immediately wearing disposable gloves and aprons; disinfect the area and isolate children from the site.

Dispose of waste in designated yellow medical waste bags and bins.

Sand Pits

Check indoor and outdoor sand pits daily for hazards; sieve, replenish, and keep covered outdoors when not in use.

Food Handling

Follow good hygiene practices when preparing or serving food; require food hygiene and allergy training upon induction.

Cleaning

Maintain continuous cleaning of premises, toilets, and changing areas throughout the day.

Perform thorough daily cleaning by cleaners and schedule deep cleaning by caretakers throughout the year.

Kitchen

Ensure staff hold Level 2 Food Safety qualifications, refreshed every 3 years.

Record fridge temperatures daily (1.7°C - 3.3°C) and clean fridges weekly.

Verify reheated food reaches >75°C and log using a calibrated probe.

Cover and refrigerate perishable items within 60 minutes.

Date open packs, store in airtight containers, and keep kitchen gates locked.

LOST CHILD PROCEDURE

The setting maintains site security and strict supervision to prevent missing child incidents. Key preventive protocols:

- Ensure our premises are safe and secure, preventing any unauthorized access.
- Children will be supervised closely when visiting the local community, and ratios will be adapted to accommodate the children's needs.
- Children will be taught to keep safe within all activities by being reminded about dangers, including becoming separated from the group.
- Staff will regularly check registers and perform headcounts whenever there is a change to the routine or setting.

In the unlikely event of a child going missing, the following procedure will be implemented immediately:

- A member of the Senior Leadership Team (SLT) and the Headteacher will be informed, and all available staff present above the required ratio will be deployed to begin an immediate, thorough search of the school, then the surrounding area. This will be done while ensuring that all other children remain supervised, calm, and supported.
 - A member of the SLT will carry out a second search of the area.
 - If the child has still not been accounted for, a member of the SLT will contact the police.
 - A member of the SLT will contact the parents of the missing child.
 - During this period, staff will be continually searching for the missing child, while other staff maintain as near to normal routine as possible for the rest of the children in the setting.
 - The member of the SLT will meet the police and parents and await instructions from the police.
 - In incidents of this nature, parents, carers, children, and staff may require support and reassurance following the traumatic experience; management will provide this. Post-incident risk assessments will be conducted to reduce the chance of this reoccurring.
 - The school DSL (Designated Safeguarding Lead) will be informed and will contact the local authority Children in Need Duty Team and other appropriate bodies.
-

NAPPY CHANGING ROUTINE

Nappy changing procedures maintain child dignity, privacy, and hygiene. Key persons use routine times to encourage hygiene awareness for children and positive interactions such as singing songs.

The nappy changing procedure is as follows:

1. Wash hands.

2. Prepare the changing area, e.g., collect all items needed, including nappy, wipes, gloves, etc.
3. Put on disposable gloves.
4. Bring the child to change the nappy.
5. Wipe from front to back.
6. Change disposable gloves if cream needs to be applied. (Parents/carers will supply any cream needed and complete a medication form.)
7. Place the used nappy in a nappy sack.
8. Take the child back into the setting.
9. Place the nappy in the appropriate bin.
10. Spray the mat with disinfectant, wipe, and tidy the area.
11. Wash your hands.

Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.

Children will never be left unattended on the changing mat.

NURSERY ADMISSIONS AND ATTENDANCE

Nursery capacity is capped at 52 full-time equivalent places for 3-4 year olds (104 part-time) and 20 for 2 year olds (40 part-time). Places are assigned according to statutory EYFS staff-to-child ratios and space requirements (3.5 m² per child under 2, 2.5 m² per 2-year-old, 2.3 m² per 3-5 year old),

The Board of Trustees places no restriction on the number of 30-hour places; however, places may be limited by the number of children that can be accommodated over the lunchtime period. The Trustees will not place any other restriction on admissions for any one academic year unless the number of children for whom admission is sought is likely to exceed this number.

Places are offered on a first-come, first-served basis. However, if there is a waiting list, the following admission criteria will be applied:

1. Looked after children and previously looked after children.
2. Children who have siblings already attending the school.
3. A child known by the local authority to have special educational needs and/or a disability (SEND) and whose needs can be best met at the preferred nursery.
4. A vulnerable child with either a Child Protection or a Child in Need Plan or Early Help Assessment, or who are eligible for EYPP.
5. Children currently attending who require additional sessions for parents to work/attend further study.

Our Nursery complies with the requirements for the Early Years Register set out in the Statutory Framework for the Early Years Foundation Stage. We offer funded and paid places for 2, 3, and 4-year-olds with sessional offers of 5 x mornings, 5 x afternoons, or full-time. There is a limited number of flexible places to support parents who are working, etc.; these are considered on an individual basis.

All places are subject to availability, taking into account practitioner/child ratios, the age of the child, and space requirements.

As part of our Nursery intake, parents will receive a welcome letter and information on the induction process. This usually includes a parents' meeting, home visit, and a settling visit of 1 hour. Children

will usually start the next session after this hour visit; however, in some cases, an individual transition plan will be in place to gradually build up the hours to support the child and their well-being.

At Platt Bridge Community School, we operate an inclusion policy, and all children, regardless of nationality, religion, culture, race, gender, physical ability or disability, health, or social class, are welcome.

Fees/funding for 2 year olds

Many of our 2-year-olds are entitled to 15 hours of free early education due to parents receiving the following benefits:

- Income Support, income-related Employment Support Allowance.
- Universal Credit based on an annual combined income of £15,400 after tax.
- Tax credits with earnings of no more than £16,190 per year, before tax.
- The guaranteed element of State Pension Credit.
- Support through Part 6 of the Immigration and Asylum Act.
- Working Tax Credit four-week run-on.

A two-year-old may also qualify for a free place if he or she:

- Gets a Disability Living Allowance.
- Is looked after by the local authority.
- Has left care under a special guardianship order, child arrangements order, or adoption order.
- Gets support from the Home Office under Section 4 of the Immigration and Asylum Act.
- Has leave to remain in the UK with no recourse to public funds on family or private life grounds.
- Can live in the UK because their main carer is a British citizen or Zambrano Carer.

Working Parents can also apply for a 30-hour entitlement if they meet the following criteria:

- Parents must work at least 16 hours per week and not earn more than £100,000.

Fees/funding for 3 and 4 year olds

15 Hour Free Entitlement - All 3 and 4-year-olds are entitled to 15 hours of free entitlement per week for 38 weeks of the year. Children with this funding are admitted to our Nursery at the beginning of the term after their 3rd birthday.

30 Hour Free Entitlement - This applies if both parents are working (or the single parent is working in a lone parent family) and each parent earns, on average, a weekly minimum equivalent to 16 hours at National Minimum Wage (NMW) or National Living Wage (NLW), and less than £100,000 per year.

Parents should apply for the extended 30-hour entitlement the term before a child is due to start. If parents forget to apply, their child will be unable to access 30 hours until the following term.

The system will notify parents of the requirement to reconfirm their eligibility. In instances where parents do not reconfirm, or whose circumstances change and they no longer meet the eligibility criteria, the 30-hour entitlement may be affected.

More information and guidance on funding criteria is available on the childcare choices website.

Contracts and attendance

When in attendance at the nursery, parents will be asked to complete a termly contract to confirm the hours their child will be accessing.

Statistics published by the Department for Education show that attendance habits started in Nursery School lay the foundation for the future. We understand that children are sometimes too unwell to attend Nursery School, and it's important that they have time to recover to be well enough to learn. Every 4 weeks, we will review attendance alongside the contracted hours to ensure that all children take up all their free entitlement. If attendance is poor at this review, parents will be issued with a warning letter. If attendance continues to be poor, further action may be taken e.g. risk of losing their nursery place.

We also follow our school attendance protocols in relation to safeguarding and knowing a child's whereabouts if they are not in attendance in nursery,

Please note that admission to the school for primary education requires a separate application for transfer from nursery to primary school.

NUTRITION AND MEALTIMES

Platt Bridge Community School is committed to providing healthy, balanced, and nutritious food and drink that meet the EYFS statutory requirements and support children aged 2–5 in developing healthy habits for life.

Key responsibilities for staff and setting practice include:

- **Nutritional Balance:** Menus are planned in advance with our on-site catering team to be varied, nutritionally balanced across all main food groups, and reflective of cultural diversity. Snacks and meals avoid excessive fat, sugar, and salt, as well as artificial additives, preservatives, and colorings.
 - **Hydration:** Fresh drinking water is freely accessible and continuously available for children to help themselves throughout the day. Plain milk is offered during designated snack times.
 - **Allergies & Dietary Requirements:** Staff gather comprehensive information on dietary needs, preferences, and allergies upon admission and review it regularly with parents/carers. Individual dietary plans and risk assessments are implemented where necessary, and allergen-specific foods are stored and served separately to prevent cross-contamination.
 - **Safe Supervision & First Aid:** Children are closely supervised within sight and hearing at all times while eating or drinking. At least one staff member with an appropriate paediatric first aid (PFA) qualification is present in the room during all mealtimes.
 - **Social Interaction & Independence:** Mealtimes are structured as positive, social experiences where staff sit with children to model good eating habits and conversation. Children are supported to develop independence by serving food/drinks, making choices, and feeding themselves using age-appropriate utensils. Slower eaters are given ample time and never rushed.
-

OUTDOOR ACCESS

Outdoor areas are risk-assessed daily prior to child access. Children have daily access to outdoor provision unless severe weather poses a safety risk, and are dressed appropriately for weather conditions. Children will be dressed appropriately before being taken outdoors.

Within Reception and 3-year-old provision, children access the outdoor area as a group. In this room, practitioners identify the children who are going into the outdoors, ensure ratios are correct, and complete a headcount before leaving the building. Children are supervised and led to the outdoor area where practitioners will ensure the entrances/exits are secure, and the number of children in the outdoor area are counted and all staff are made aware.

The children will be recounted before re-entering the building. Practitioners will lead the group of children back into the setting before completing a final headcount. A practitioner will then perform a final check of the outdoor area, ensuring the gate/door is locked behind them before returning indoors.

POTTY PROCEDURE AND TOILET TRAINING

At Platt Bridge Community School, we will support children with toilet training by working in partnership with parents/carers. We aim to follow good practice guidelines in supporting children to become toilet trained. We expect that all children are toilet trained upon moving up to our 3-year-old provision, however, we recognize that some children may take longer to meet this developmental milestone, and we regularly review their progress with parents. Parents/carers will always be consulted regarding toilet training procedures.

A child may be ready to start using the potty/toilet if he/she:

- Stays dry for a couple of hours a day.
- Takes an interest when others go to the toilet.
- Has bowel movements at regular times during the day.
- Can demonstrate when a bowel movement is taking place, e.g., by squatting or making a noise.

Good practice involves:

- Being positive and happy with the child.
- Giving lots of praise whenever a child uses the potty/toilet.
- Expecting setbacks.
- Encouraging parents/carers to dress children in easily manageable clothing.

Practitioners will never force a child to sit on the potty/toilet or show upset if a child has an accident. Children will be changed in a positive manner with minimal fuss.

- Practitioners will encourage children to use the potty in the toilet cubicle.
- Practitioners will wear disposable gloves during potty training.
- Potty waste will be disposed of by the practitioner down the toilet. The potty will be wiped with toilet paper and a wet wipe.
- The practitioner will support the child in washing their hands before cleaning the potty with detergent, drying, and replacing it on the shelf.

- The practitioner will wash his/her hands before returning to the nursery.

Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.

SLEEPING

At Platt Bridge Community School, we respect each child's individual and preferred routine for going to sleep. We have dedicated sleep room for our younger children and a quiet time after dinner, but children can also sleep and rest if and when they need to. They will be made comfortable with appropriate surfaces, blankets, and room temperature.

When a child is sleeping, staff will consider the following:

- We will aim to maintain a room temperature of 16-20°C.
 - Children will never be put down to sleep with a bottle to self-feed.
 - Children will be monitored visually when sleeping and never left on their own.
 - When monitoring, the staff member will look for the rise and fall of the chest and observe if the sleep position has changed.
 - For 2 year olds visual checks (including breathing checks) are conducted and logged at least every 10-15 minutes.
 - Blankets/bedding will be labeled for each child and washed weekly.
 - If a child appears to be unwell, a senior member of staff should be informed.
 - Young children will always be placed on their back to sleep.
 - Mattresses must be flat, firm, and waterproof.
 - Cots and sleep areas must be kept clear of loose bedding, pillows, and soft toys.
-

WEATHER

Protective protocols are enforced for extreme weather conditions to safeguard children against cold and excessive sun exposure.

During cold weather, children will wear appropriate outdoor clothing, e.g., wellies, warm coats, hats, gloves, etc. In extreme conditions, the amount of time children spend outdoors may be reduced. Children will be closely monitored when outside in cold conditions to ensure they are comfortable and are not at risk of becoming ill.

In hot conditions, we use the following procedures to keep children safe and healthy in the sun:

- Children will have a clearly named sun hat which will be worn at all times while outside in the sun. Children need lightweight cotton clothing suitable for the sun, with long sleeves and long legs if prone to sunburn. We work closely with parents to ensure all appropriate cream and clothing is provided.
- Children will be encouraged to stay under the sun shelter or indoors during the hottest part of the day.
- Staff will be vigilant in recognizing when children need to come indoors.
- Children are made aware of the need for sun hats, sun cream, and the importance of drinking more fluids during their time in the sun.

- Staff will make day-to-day decisions about the length of time spent outside dependent on the strength of the sun.
 - Parents will be asked to apply sun cream before children start school, but staff can reapply if the child is at risk of burning.sunny weather.
 - If children need to reapply sunscreen we ask that children have their own named and dated sun cream, with prior written consent for circumstances when staff need to apply it for them. This enables children to have sun cream suitable for their individual needs.
-

STAFF TAKING MEDICATION OR OTHER SUBSTANCES

The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Drug and Alcohol Policy.

1. The use of alcohol or any other substance that may affect a member of staff's ability to care for children will not be tolerated. If there is reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children, and further action will be taken.
 2. Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.
 3. Any medication used by staff is securely stored in locked cupboards and out of reach of children.
-

IMMUNIZATION

Parents are asked to inform the setting of vaccination status. Staff vaccinations (Tetanus, TB, Rubella, Hepatitis, Polio) must be kept up to date.

NON-SMOKING POLICY

The school believes that smoking is harmful to health. Platt Bridge Community School is a completely non-smoking site.

Research shows that adults and children can be harmed by passive smoking, i.e., by inhaling second-hand smoke. This includes babies of mothers who smoke. For these reasons, we will work in partnership with all parents/carers to discourage children and adults from smoking, and to educate them so that they grow up to lead a healthy lifestyle.

We aim to:

- Help children and adults understand the dangers of smoking and the harmful effects that smoking can have on their bodies.
- Provide children and adults with the knowledge and information necessary for them to make responsible choices in relation to smoking.
- Equip children with the social skills that enable them to resist the pressure to smoke, either

from their peer group or from society in general.

In line with the school Employee Code of Conduct, we do not allow smoking on the site, as we do not want to present smoking as acceptable or adult smokers as role models. Cigarette bins are provided outside the entrance to the site. We also do not allow the smoking of E-cigarettes within the building or within the surrounding on-site grounds. E-cigarettes must be used outside the gates to the site.

Staff who smoke are required to wear a smoking coat and, upon their return to work, are required to wash their hands with antibacterial gel and use mouthwash.

APPRAISAL/SUPERVISION

Regular supervision and annual appraisals are provided to review practice, support well-being, address child welfare concerns, and identify training needs.

SCREEN USE GUIDANCE

The setting has due regard to the official screen use guidance for early years settings (published March 2026), ensuring that screen-based activities are purposeful, age-appropriate, limited in duration, and do not replace active, hands-on learning experiences and physical movement.

MOBILE PHONES AND DEVICES

For the purposes of this document, "mobile phones and devices" include any device that can be used to take images or record videos, including tablets and smartwatches.

Use of Mobile Phones by Staff Members

Personal mobile phones, cameras, smartwatches, and recording devices must not be used or worn in areas where children are present. Personal devices must be stored securely on silent during working hours.

Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones must not be used to take images or videos at any time during trips.

Staff are prohibited from wearing smartwatches or other electronic devices with camera/video and image-sharing functionality to prevent unnecessary safeguarding concerns about a child. In the event of an allegation being made against a member of staff, this is an extension to the current guidance around the use of mobile phones in classrooms.

Staff who do not adhere to this policy will face disciplinary action. Staff may use their professional judgment in emergency situations, always following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Use of Mobile Phones by Parents, Visitors, and Contractors

Parents, visitors, and contractors are not permitted to take photographs or record videos without prior permission. The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media.

Staff must report all concerns about parents, visitors, and contractors to the **DSL**, following the procedures outlined in the Child Protection and Safeguarding Policy.

SCHOOL DEVICES

Staff are provided with a school device to ensure that only school devices are used to take photographs and videos.

- School devices must have passcode protection.
- School devices must only be used for work-related matters.
- School devices must only be used to take photographs in the presence of another staff member.

Staff must not take photographs of bruising or injuries for child protection reasons. Instead, they should immediately receive support and advice from the **DSL**.

Where staff members have concerns over material on a school device, they must report all concerns to the **DSL**, following the procedures outlined in the Child Protection and Safeguarding Policy.