**INVOLVING AND CONSULTING CHILDREN**

Links to 1.9, 1.10, 1.13 in the Statutory Framework

# POLICY

Our setting and all its members of staff are committed, wherever appropriate, to the principle of involving and consulting children when decisions are made that affect them.

**PROCEDURES**

We believe that actively promoting the participation of children in decision-making process is beneficial to children, staff and the setting as a whole.

Our setting’s commitment to involving and consulting children stems from the “listening to children” provisions set out in Articles 12 and 13 of the United Nations Convention on the Rights of the Child. These state that:

* A child’s opinion should be taken into account in anything that affects them.
* Children should have information disseminated in a way that enables them to make choices and decisions.

For children, involvement and consultation helps them to develop new skills such as negotiating, sharing and understanding the perspectives of others. It helps them to understand how decisions are made, and recognises that their opinions are important.

For both the staff and the setting, there are multiple benefits of such an approach such as improved behaviour, a relationship with children based on partnership, a more cohesive environment and activities and decisions over which children feel a sense of ownership.

All children will be listened to and consulted actively. This will take a number of forms, including:

* Listening to what they say in speech and other forms of communication.
* Observing body language and behaviour.
* Role play.
* Through play and creative expression and the use of visual aids.
* Feedback on activities.
* Notice boards and displays that carry important information about activities and any other relevant topics.

Age, maturity and the type of decision being made will determine the extent and nature of children’s involvement. However, the emphasis should always be strongly in favour of involving children.

Consultation and involvement will be regularly monitored and acted upon so that children are able to see that their input has led to visible outcomes. The setting and its staff will also be clear about what decisions children will be involved in, and attempt to offer clear explanations if and when consultation and involvement is deemed inappropriate.

**PARENTAL INVOLVEMENT**

Link to 3.60, 3.67 in the Statutory Framework

**POLICY**

Parents are the most significant person in a young child’s life, our setting intends to work with parents, supporting, encouraging and reinforcing best practice and guiding or advising when parents ask for suggestions of ways of caring and coping with children.

**PROCEDURE**

In order to do this we

* Ensure all parents know about our aims and policies including complaints.
* Encourage parents to become actively involved in the setting.
* Have a confidential area to discuss concerns with parents.
* Give feedback on their child's progress, using specific examples of achievement or behaviour.
* Provide parents with access to their child’s developmental records.
* Listen to parent’s comments and opinions about their child's progress and where requested, comments from parents are incorporated into their child’s records.
* Ensure times, places and information about meetings is available to all parents.
* Inform parents about training which might interest them e.g. importance of play or running the setting.
* Ensure copies of the inspection reports are available for all parents.

**INFORMATION FOR PARENTS**

Link 3.67, 3.69, 3.72, 3.74 in the Statutory Framework

**The information the EYFS say parents need to have from our setting includes –**

* How the EYFS is being delivered in the setting and where parents can get more information – [www.foundationyears.org.uk](http://www.foundationyears.org.uk)
* Daily routines of the setting, how parent can share learning at home.
* What facilities you have to enable children with special needs to attend.
* How ill or infectious children will be responded to.
* Food and drinks provided for children.
* Copies of policies and procedures adopted by you, including procedure to be followed in the event of a parent/carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
* The names, qualifications and experience of your members of staff.
* Their child’s key person.
* Phone number and who to contact for more information, queries, concerns etc.
* Children’s records will be shared with parents in a two way flow of information.
* Complaints procedure including contact details for Ofsted.

**In our setting we also give the following information –**

* Name and address of your setting.
* When your setting is open and the times it operates.
* The age children must be before they can attend.
* The fees charged, when, absences, holidays, vouchers and subsidies.
* Other people who might be involved e.g. students on placements.
* Parent’s rota.
* Appropriate clothing.
* Children's own toys, comforters etc.
* What records will be kept on the children's progress, who has access to them and what happens to these records when the child leaves your setting.
* How the setting is managed e.g. is it committee run or privately owned.
* Data Protection Act and how it affects families and the setting.

All the information can be found in your Welcome pack, the foyer and the boards in the hall, or you can ask a member of staff.

**INFORMATION FROM PARENTS**

Links to 3.43, 3.44, 3.45, 3.67, 3.70, 3.71in the Statutory Framework

In our setting we need to have the following information about individual children to ensure their safety and to support their development taking account of their specific needs.

**The information we must ensure we receive from parents includes -**

* Child's full name and how they like to be addressed.
* Parents names especially if different from the child.
* Address & phone number and emergency contact name & phone number.
* Name and address of all the parents or carers of the child.
* Name and address of any other person who has parental responsibility.
* Which parent or carer the child normally lives with.
* Child's date of birth.
* Any special dietary requirements or allergies and preferences i.e. orange or peanut allergy.
* Any special health requirements which may affect child's development or welfare i.e. asthma.
* Written permission to administer medicine (both prescription and non-prescription).
* Written permission to seek or administer emergency advice or treatment.
* Family preferences e.g. observance of religious festivals, avoidance of meat.
* Any special need of the child (short/long term, temporary or permanent).
* Any special likes, dislikes or fears of a child i.e. cuddle, milk, loud noises.
* Special words used by the child for routines i.e. toileting, sleep or rest.
* A list of adults who may collect the child from the setting.
* Procedure for emergency collecting if parent unable to pick their child up.
* Parent’s signature to confirm they have read and agree to abide by policies of setting.
* Permission from parents regarding the use of information about the family held by the setting (Data Protection).
* Records will be maintained and information shared, where appropriate, to ensure the needs of each child are met.
* Individual children’s records will be retained for three years.

**INVOLVING AND CONSULTING CHILDREN**

Links to 1.9, 1.10, 1.13 in the Statutory Framework

# POLICY

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For both the staff and the setting, there are multiple benefits of such an approach such as improved behaviour, a relationship with children based on partnership, a more cohesive environment and activities and decisions over which children feel a sense of ownership.

All children will be listened to and consulted actively. This will take a number of forms, including:

* Listening to what they say in speech and other forms of communication.
* Observing body language and behaviour.
* Role play.
* Through play and creative expression and the use of visual aids.
* Via regular group based discussions Q. and A. sessions.
* Questionnaires and other regular feedback on activities.
* Notice boards and displays that carry important information about activities and any other relevant topics.

Age, maturity and the type of decision being made will determine the extent and nature of children’s involvement. However, the emphasis should always be strongly in favour of involving children.

Consultation and involvement will be regularly monitored and acted upon so that children are able to see that their input has led to visible outcomes. The setting and its staff will also be clear about what decisions children will be involved in, and attempt to offer clear explanations if and when consultation and involvement is deemed inappropriate.

**ADMISSIONS & SETTLING IN**

Links to 3.26 in the Statutory Framework

**POLICY**

In our setting we want children and families to enjoy being involved, children need to know that other adults care about them and will help them to play with the activities offered at our setting; parents need to feel confident in the ability of the adults in our setting to look after and encourage their children to benefit from time spent in our setting. Upset children cannot relax and enjoy the activities available. Each child will be assigned a key person who will ensure the individual needs of their child are met.

**PROCEDURE**

Our setting welcomes all families from the local area, in order for families to know this we-

* Publicise our service in local shops, community centre, school and other places where families with young children are likely to attend.
* Our waiting list operates on age.
* Ensure our information makes it clear that all families are welcome.
* Provide information verbally and written in the form of a Welcome Pack for new families and as regular newsletters throughout the year.

**When children are ready to start attending we will :-**

* Encourage parents, with their child, to visit our setting on a number of occasions before their child is due to start attending alone.
* Agree how we will introduce and settle a child into our setting with the parents to ensure the individual needs of the child/family are met.
* Children will be allocated a key person, a record of each key person and their children will be kept.
* The key person will familiarise the child with the setting.
* Welcome parents at our sessions until they feel confident their child has settled and no longer needs them to stay.
* Increase the time at each session new children will stay; this will be agreed with the parents.
* Reassure parents who are anxious about their child by giving them information about their child's activities and welfare while attending our setting.
* Introduce new starters into our setting in small numbers over a planned period of time to allow each child the time and support needed to settle.
* Staff will always be available to discuss any concerns or other issues with parents/carers regarding their child and attendance at the setting.

**COMMENTS & COMPLAINTS**

Links to 3.73 in the Statutory Framework

Our setting aims to provide a safe, stimulating and caring environment where children and their families feel welcome and valued. We believe in working together with parents to ensure their children's needs are identified and met.

We welcome comments from parents about our provision and recognise parents are the prime educators of their child and that comments, whether negative or positive, about our setting are made with the child's interest at heart.

Positive comments are a good way for parents to let settings know their work is valued and appreciated, give everyone concerned the chance to build on good practice which promotes children's development, parents are encouraged to praise where appropriate.

**PROCEDURES**

* Parents wishing to make concerns known to the setting should first talk to the person in charge, most problems can be sorted out quickly in this way, any problems should be resolved within a reasonable time-scale, and this may vary depending on the problem.
* Any complaint received will be recorded on a complaints record sheet by the member of staff receiving the complaint.
* We will investigate all written complaints, notifying the complainants of the outcome of the investigation within 28 days of receiving the complaint.
* If the situation is not resolved the parent should approach the chair of the management committee who will raise the concern at the next committee meeting.
* It may be helpful to have a meeting with an outside mediator, the parent and a representative from the setting, this should help both sides to clarify the issues and reach an amicable solution.
* Everyone involved with the discussion and outcome of a complaint will be expected to treat information as confidential and will not discuss the situation with anyone else.
* Any complaints received will be kept for three years.

Contact name, address and telephone number of Ofsted is.

National Business Unit

Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

03001231231

**SAFETY**

Links to 3.2, 3.29, 3.49, 3.53, 3.54, 3.61, 3.63, 3.67, 3.76 in the Statutory Framework

**POLICY**

Our setting aims to provide a safe and secure environment both indoors and outdoors for children and adults. This complies with Health and Safety legislation.

**PROCEDURES FOR SAFETY**

In order to avoid the risk of accidents we maintain safety by following these safety procedures

* Children will always be supervised by a responsible member of staff and will be kept out of kitchens or areas where hazardous materials are kept.
* A minimum of two adults will be present at all times to supervise children.
* The beginning and end of sessions will be closely monitored and children will be marked at the time they arrive and leave; children will only leave with a known authorised adult whose name has been provided by the parents and written permission has been provided by the parent.
* The identity of all visitors will be checked upon arrival at the setting.
* A record will be kept of all adults and visitors.
* Visitors to the setting will not be left unsupervised with children at any time.
* Staff have a duty to approach any visitor on the premises who has not signed in. they must introduce themselves and establish immediately who the visitor is and their reason for being on the premises. If the visitor has no suitable reason for being on the premises, they will be asked to leave immediately and escorted from the premises. If the visitor repeatedly refuses to leave, the Police will be called immediately.
* Procedures for entrances and exits will be known by the adults involved and agreed procedures will always be followed.
* Safety checks will be carried out on the premises, both indoors and outdoors before and at the end of every session.
* Hazards will be corrected immediately, if this is not possible, the manager will be informed and the children kept away from the area until the problem is rectified.
* Any faulty equipment will be removed, repaired where possible; if unable to repair the item will be disposed of.
* Windows, sockets, stairs, heaters, potentially dangerous materials and layout of activities and equipment (indoors and outdoors) will be closely supervised to remove or minimise hazards.
* Equipment and activities available to children will take account of safety and the children's age and stage of development.
* Undertake risk assessments on a regular basis, identifying aspects of the setting that are to be checked regularly.
* Notify Ofsted of any changes in our facilities that may affect the space and level of care provided.

**FIRE SAFETY**

* Procedures for fire/evacuation drills will be known by the adults in the setting.
* Our emergency evacuation procedure is displayed clearly around the setting.
* Fire doors will never be obstructed and easily opened from the inside.
* Fire exits will be clearly identifiable.
* Sockets will not be overloaded.
* Appropriate, working fire alarms, smoke detectors and extinguishers will be in place.
* Fire extinguishers will be checked annually, designated adults will know how to use them.
* Fire drills will be carried out at least once per term and a record of date, time taken, people involved, any problems encountered and how they were resolved will be kept.

PROCEDURES FOR MAINTAINING EQUIPMENT & PREMISES

Links to 3.53 in the Statutory Framework

We ensure that all furniture, toys and equipment are kept clean, well maintained and in good repair and comply with BSEN safety standards or the Toys (Safety) Regulations (1995) where applicable.

Manufacturer’s instructions will be followed, to properly maintain equipment. Staff will ensure that the level of supervision is appropriate for the equipment being used.

New equipment will be chosen with care and, where appropriate, a risk assessment will be carried out before equipment is purchased.

The deputy or manager will on monthly basis review current equipment, identifying gaps in the provision, and maintaining and updating an inventory of equipment. The inventory must include all electrical items, all items valued at £50 or more and any item not otherwise included that is considered to be at high risk of theft. The inventory will be updated whenever a new item is added or when an old item is removed from use.

The outdoor play area will be inspected daily to ensure there are no foreign objects present. Boundary fencing and gate will be inspected to ensure they are in good working condition and repair. Ensure gate is secure. All equipment is in good working condition and repair. Any problems will be reported to the manager/deputy.

Staff inspect the playroom as they set out equipment. Windows, doors, taps, toilet flushes are checked for wear and tear – all screws and fittings should be secure and there should not be sharp or dangerous edges.

The room temperature is checked and maintained at an adequate temperature.

Electric appliances are visually inspected, particular attention should be paid to cables and plugs. Any dangerous equipment is removed from use and should be reported to the manager who will take appropriate action.

Records will be kept of all checks carried out and will show withdrawn equipment and the action taken.

**HEALTH AND HYGIENE**

Link to 3.24, 3.45, 3.46, 3.47, 3.48, 3.49, 3.55, 3.57, 3.58, 3.59 in the Statutory Framework

We aim to provide a hygienic, healthy and safe environment for children and adults.

**HYGIENE**

In order to avoid the spread of infection we maintain personal hygiene by following these procedures.

**Personal hygiene**

* Everyone washes their hands after using the toilet.
* Individual paper towels will be available and disposed of hygienically.
* Having sufficient clean spare clothes.
* Encouraging children by example and word to put their hands over their mouths when coughing.
* Tissues are available and used to blow noses, tissues will be disposed of hygienically.
* Cuts and open sores will be covered with a visible waterproof plaster.

**TOILETING AND TOILET AREAS**

Each morning check there is an adequate supply of: liquid soap; toilet rolls; paper towels.

Ensure toilets are clean and flushed **during** each session and after the morning session.

Gloves and apron must be worn when cleaning the toilets.

Toilet seats to be wiped with anti-bacterial wipes.

Toilet area must be cleaned using the designated mop.

Every night leave mops to soak in a solution of dilute disinfectant.

##### When taking children to the toilet –

Do not ignore a request to go to the toilet.

For newly trained children ask discretely at regular intervals if they need to go to the toilet.

Offer to help the child.

Ask the child what help they would like.

Respect the child’s wishes for privacy and physical help.

If a child has a toileting accident, do not change them in front of other children or adults.

Collect appropriate changes of clothes.

Be aware of parent’s preferences and any specific requirements about changes of clothes.

Under no circumstances are students allowed to accompany or assist children in their toileting.

**Cleaning**

* Use different cleaning cloths for kitchen and toilet areas.
* Ensure cloths for drying crockery and hands are clean and hygienic.
* Keep utensils, crockery and pots clean and undamaged, ready for use.
* Premises and equipment will be clean.

**NAPPY CHANGING**

All our staff are competent and sensitive to deal with intimate care tasks for children and will happily change children’s nappies in line with the child’s needs and parent’s wishes. Unfortunately, we do not have the facilities to dispose of soiled nappies so they will be returned to you to dispose of. We seek to ensure that this process is done in a positive, happy environment where the child feels relaxed and at all times will adhere to the following procedure;

* Nappies must always be changed in the designated nappy changing area (back room or if not available the disabled toilet in the foyer)
* Only nominated staff may change nappies unsupervised. Students and non-nominated staff will not be authorised to change a child’s nappy.
* Ensure all items needed are within reach of the changing mat.
* Staff must wash their hands prior to changing a child. Disposable gloves and a disposable apron must be worn. Hands must be washed after the nappy changing procedure. Gloves and aprons must be discarded in a nappy sack and new items used for each child.
* Children should be changed on a changing mat.
* CHILDREN MUST NOT BE LEFT UNATTENDED AT ANY TIME.
* Nappies must be put in a nappy sack and returned to the parent for disposal.
* Children’s own personal items should be returned to their own bag.
* When nappy changing is complete ensure area is left clean and tidy, changing mats must be cleaned with an anti-bacterial wipes.
* Nappies are changed throughout the session depending upon children’s individual needs.
* During the nappy changing procedure the staff member will interact with the child, talking about their day, singing a rhyme ect.

**FOOD AND DRINK**

**POLICY**

Our setting is ‘NUT FREE’ and committed to providing healthy, nutritious and tasty food and drinks for children during our sessions. The Manager and staff will make every effort to ensure that food and drink is safely prepared and sensitive to the dietary, religious and cultural requirements of all the children.

**PROCEDURES**

**Food preparation**

* Always wash hands before and after preparing/handling food or drink.
* Wash raw fruit or vegetables which are to be eaten.
* Not coughing or sneezing near food.
* Store food appropriately – raw and cooked separate; kept covered and refrigerated.
* Storage areas will be regularly and thoroughly cleaned.
* Kitchen area will be adequately equipped.
* Kitchen equipment will be thoroughly cleaned after use.
* Staff that are responsible for the preparation and handling of food have undertaken appropriate training.
* Snacks and drinks will be healthy and balanced.
* Staff to be aware of children’s food allergies and preferences and record actions taken to address them.
* Staff will be careful to ensure both the safety of themselves and children when using sharp or dangerous equipment in food and drink preparation.
* Notify Ofsted of any food poisoning affecting two or more children looked after on the premises within 14 days.

**Cultural and Religious Diversity**

We are committed to embracing the cultural and religious diversity of the families who use our services. The Manager and staff will work with parents/carers to ensure that any particular dietary requirements are met. We are also keen to help introduce children to different religious and cultural festivals and events through different types of food and drink.

**Allergies and specific dietary requirements**

As part of a child’s admission we require that parents/carers complete a registration form, including details about any special dietary requirements or allergies the child suffers from. The Manager and staff will ensure that food and drink offered to children takes account of this information so as to safeguard their health.

No child will ever be forced to eat or drink something against their will.

# Snack and lunch

* Parents are to supply their children with a healthy nut free pack lunch, when stating for a lunch time session.
* A balanced menu will be devised.
* A copy of the weekly snack is on show in the foyer.
* All crockery, cutlery and pans must be cleaned properly after use.
* The manager will inspect the kitchen at the end of the day, it must be left spotless.
* Children are encouraged to drink water at any time during the day.
* Irregular or abnormally high or low intake by the child will be noted and the parents informed at the end of the day.
* Where parents bring food or drink into the setting this will be treated in the same way as food we prepare internally and will come under the same regulations.
* Information on children’s dietary requirements must be provided by parents before children start attending. We must be advised of any changes and developments as they occur.

# MEAL TIME PROCEDURES

* Using anti-bacterial spray (on cloth not surface) wash tables and work surfaces before children sit down at tables.
* Children are to wash hands before sitting at table.
* Set the table with children’s help.
* Encourage children to feed themselves, feed or help children who are not able to feed themselves.
* Talk with the children at all times, encourage, and praise specific actions and achievements.
* Encourage good manners by using please and thank you yourself and encouraging children to use these words.
* Sit at the table with children, do not stand over them.
* When children have finished encourage them to wash their hands and faces
* Do not let children walk around with food or drink.
* Wash tables, chairs, work surfaces, sink and floor.

**HEALTH**

In order to avoid risks to health we always follow these health procedures

* Activities will take account of children's health needs - dietary and physical exercise.
* Ensure children can play outside every day.
* Provide space for children to sleep or play quietly, that is frequently monitored.
* Fresh drinking water is available at all times.
* No smoking will be allowed on the premises.
* Changing facilities will be cleaned with anti-bacterial wipes after each use.

**Accident**

* At least one member of staff present at each session will have a current Paediatric First Aid certificate.
* Every adult will know where the first aid box and accident book is kept; a notice stating where it is will be displayed.
* Accidents, injuries and any first aid treatment will be recorded in the accident/incident book.
* A named person will be responsible for the checking the contents of the First Aid box once a term. Appropriate content for use with children.
* The first aid box will contain the following as given in the guidance in The Health and Safety (First Aid) Regulations 1981.
* Parents will be informed of any accident or injury, or any first aid treatment sustained by their child as soon as possible.
* Notify Ofsted and local child protection agencies of any serious accident, illness or injury or the death of any child, and of the action taken within 14 days.

**Dealing with bodily fluids**

If an accident or illness occurs which results in bleeding, vomit, faeces or urine, the following procedure will be followed:-

* Disposable gloves will be worn.
* The wound will be washed in water.
* A suitable dressing will be applied.
* Wrap blood stained tissues or waste paper in a nappy sack and dispose of it.
* Wash blood splashes off the skin with hot soapy water or out of eyes with water.
* Clean affected area by blood, vomit, urine or faeces with anti-bac spray and anti-bac wipes, at the end of the session then clean using diluted household bleach (1:10).
* Clothes, soft toys or soft furnishings stained by body fluids will be washed by hand using hot water and detergent or in the hot wash cycle in a washing machine.

**Special note re HIV/AIDS**

* All settings should follow the hygiene policy when dealing with accidents resulting in bleeding or vomiting or in cases of diarrhoea and changing nappies.
* No one has the right to know if another person is HIV positive or has AIDS.
* If the manager is told about a child or adult HIV status they should inform the chair of the committee alone.
* This information should not be shared with anyone else without the permission of the person concerned.
* OTHER PARENTS DO NOT NEED TO BE TOLD
* Any failure by an employee to keep this information confidential may result in immediate dismissal and will always result in disciplinary proceedings.

**MEDICINES**

Links to 3.17, 3.42, 3.43, 3.44 in the Statutory Framework

Prescribed medicines will be administered by parents where possible. When the setting is to administer medicines the following procedures will be followed –

**PROCEDURES**

* Medication may only be administered by a qualified member of staff, in the presence of a senior member of staff.
* If technical/medical knowledge is required to administer prescription medicines individual training must be provided from a qualified health professional or parent.
* All medication will be stored in its original container, clearly labelled, include prescriber’s instructions and is inaccessible to children.
* Medication will only be administered if it has been prescribed previously by a doctor, pharmacist, dentist or nurse. Medicines containing aspirin should only be given if prescribed by a doctor.
* A prior consent form must be completed and signed by parents for each and every medicine.
* When medication is administered records will be kept which include dosage, name of medication, time of administration, person administering.
* Parent to sign the medication form when the child is collected.
* Information on children’s need for medication will be kept up to date.
* Where we need clarification on administering medication we will check with our insurance company regarding our legal position.
* Any staff medication on the premises, will be securely stored at all times.

**ILL CHILDREN**

Link to 3.42, 3.49 in the Statutory Framework

When a child becomes ill at our setting our policy is to send the child home to ensure the child has his/her needs met in the most appropriate setting and to protect other children and adults from the risk of infection.

**PROCEDURES**

* Any member of staff suspecting a child is unwell or contagious must report this to a senior member of staff.
* A member of staff will make sure the child is as comfortable as possible away from other children.
* The person in charge will telephone the parents first, if no answer other emergency contact numbers will be tried.
* If parents or emergency contact did not answer the child will be cared for by one member of staff until the end of the session, or until they are collected.
* Parents will always be advised to seek the advice of a medical practitioner.
* Where staff are concerned about a child's condition deteriorating e.g. suspected meningitis, an ambulance will be called to take the child directly to hospital and seek medical guidance.
* Parents will be required to keep children at home if they have an infectious disease or vomiting and diarrhoea – this includes children of workers and volunteers. (A link to the Health Protection Agency’s list of notifiable diseases can be found on the HPA website [www.hpa.org.uk](http://www.hpa.org.uk).
* Ofsted will be notified of any child suffering from a serious illness or notifiable disease.

**ACCIDENT**

Links to 3.48, 3.49 in the Statutory Framework

**Major Accident**

At all times staff **must** wear protective clothing (disposable aprons and gloves).

1. If able to be moved, the child is taken to a quiet area and the person in charge notified.
2. The person in charge will then assess the situation and decide whether the child needs to go immediately to hospital or whether the child can wait for the parent/main carer to come.
3. If the child needs to go straight to hospital an ambulance will be called.

The parent/main carer will be contacted and arrangements will be made to meet the parent/main carer at the hospital. A member of staff will accompany the child to hospital.

B) If the child does not need to go straight to hospital but their condition means they should go home, the parent/carer will be contacted and asked to collect their child. The child will be made as comfortable as possible and a member of staff will stay with them until the parent/main carer arrives. If the main carer/parent is unable to collect the child in person they must nominate someone who can collect the child. If this person is not on the list of named people who can collect the child, then a code must be agreed with the setting so they can identify the person collecting as the designated person who will collect the child on that occasion.

It will then be for the parent/main carer to decide whether to go to the hospital or not.

1. A report of the accident will then be recorded in the accident book.
2. Parents/carers will be asked to sign to acknowledge the accident and any action taken by the staff.
3. If necessary a RIDDOR form will then be completed and a copy sent to the HSE office.
4. Ofsted will be notified.
5. The Manager will then consider whether the accident highlights any actual or potential weaknesses in our policies or procedures and act accordingly, making suitable adjustments where necessary.

# Minor Accident

At all times staff **must** wear protective clothing (disposable aprons and gloves).

1. The child will be taken to a quiet area.
2. The worker will assess the injury and if necessary will call the person in charge.
3. If appropriate the injury will be treated.
4. The child will be resettled back into play, and be kept under close supervision for the remainder of the session.
5. The incident will then be recorded in the accident book, the parent/main carer will be informed, and asked to sign the book, the top copy will then be detached from the book and given to the parent/carer. The accident book will be returned to the designated safe place.
6. The Manager will then consider whether the accident highlights any actual or potential weaknesses in our policies or procedures and act accordingly, making suitable adjustments where necessary.

**LOST CHILDREN**

Links to 3.2 in the Statutory Framework

**MISSING CHILD ON SITE**

It is the Managers responsibility to ensure that children do not go missing.

We have the highest regard for the safety of the children in our care. Staff will always be extremely aware of the potential for children to go missing during sessions. Members of staff will undertake periodic head counts.

If for any reason a member of staff cannot account for a child’s whereabouts during a session the following procedure will be activated:

* The member of staff will inform both the Manager and the rest of the staff team that the child is missing.
* A thorough search of the entire premises will be commenced. The staff team will be careful not to create an atmosphere of panic and to ensure that the other children remain safe and adequately supervised.
* If the child is not on the premises the search will be widened to include the surrounding area.
* If after 15 minutes of thorough searching the child is still missing, the Manager will inform the police and then the child’s parents/carer.
* While waiting for the police and the missing child’s parents/carer, searches for the child will continue. During this period other members of staff will maintain as normal a routine as is possible for the rest of the children. The correct adult child ratios will be maintained at all times.
* The Manager will be responsible for meeting the police and the missing child’s parent/carer. She will co-ordinate any actions instructed by the police, and do all she can to comfort and reassure the parents/carers.
* Once the incident is resolved, the Manager and the staff team will review relevant policies and procedures and implement any necessary changes (paying particular attention to reviewing security on site).
* Inform all relevant parties of findings, implications and outcomes of review.
* All incidents of children going missing from the setting will be recorded on an incident form, Ofsted will also be informed within 14 days.

**MISSING CHILD OFF SITE**

It is the party leader’s responsibility to ensure that children do not go missing. In order to do this it is our responsibility to ensure that:

* We regularly count the children when on trips, particularly when moving from one place to another.
* Inform children what to do in the event that they become lost.
* Remind children to stay close to you at all times.
* Inform children where they can and cannot go without your permission.
* Try to make children distinguishable from others by means of hats/tabards/bands etc. But do not identify with name badges.
* Check the register/take a name call if you are in any doubt that a child may be missing.

If a child goes missing off-site the following procedures will be activated:

* The member of staff will inform the manager immediately.
* Ask other staff if they have seen the child and instigate a search of the area (as missing child on site).
* Ensure there is suitable supervision for the other children and ensure staff ratios are maintained at all times.
* If after 15 minutes of thorough searching the child is still missing, the manager will inform the local police and the child’s parents/carer (or emergency contact if they are unobtainable).
* At least one member of staff will remain at the scene whilst others return to the setting with the children.
* The remaining member of staff will meet the police and parents/carers when they arrive at a designated point.
* Once the incident is resolved, the manager and the staff team will review relevant policies and procedures and implement any necessary changes.
* Inform all relevant parties of findings, implications and outcomes of review.
* All incidents of children going missing will be recorded on an incident form, Ofsted will also be informed by telephone within 14 days.
* Do not talk to the press. Be careful who you discuss the situation with.

**UNCOLLECTED CHILDREN.**

Links to 3.2 in the Statutory Framework

We expect children will be picked up at the end of their session, if it should not occur we will assume an emergency has caused the delay and will instigate our procedure, unless parents contact us to let us know they will be delayed.

If, after 15 minutes, the parent does not ring to say there has been a delay, the person in charge will ring all the contact numbers including the emergency contact numbers, on the child’s registration form, in case there has been a mix up and the child has been forgotten.

At all times two members of staff will supervise the child and offer them as much support and reassurance as is necessary.

Staff will not release the child to an unauthorised person unless an authorised person telephones to state that because of an emergency a different person will be collecting the child. The authorized person should give the name and address and a physical description of the person collecting the child so that the person in charge can check this before allowing the child to leave. The person collecting the child and the setting manager /deputy should be given a password to use for additional security when collecting the child.

If after 30 minutes the child has still not been collected then the person in charge will ring the Social Services Assessment Team or if it is after office hours the Emergency Duty Team for advice.

In the event of the Social Services being called, and responsibility for the child being passed to a child protection agency, the person in charge will attempt to leave a telephone message with the parent/carer’s answerphone, reassuring them of their child’s safety, and giving them a contact number to enable them to ascertain their child’s whereabouts.

In the event of Social Services advising that we should involve the police, we will work closely with the police, to enable them to resolve the situation.

Under no circumstances will a child be taken to the home of a member of staff, or away from our setting unless absolutely necessary, in the course of waiting for them to be collected at the end of the session.

The child will remain in our care until they are collected by the parent, carer, designated adult, or alternatively placed in the care of Social Services.

Incidents of late collection will be recorded and discussed with the parents/carers at the earliest opportunity. Parents/carers will be informed that persistent late collection may result in the loss of their child’s place.

Children not collected on time at the end of their session will carry an additional fee of £5 for every 15 minutes they remain in the setting after their collection time.

**GUIDELINES FOR OUTINGS AND VISITS**

Links to 3.2, 3.64, 3.65 in the Statutory Framework

**Transport –**

* Mini buses should have forward facing seats with seat belts.
* Booster seats will be used.
* Drivers should have undergone formal assessment of their ability to drive a minibus.
* Evidence of current driving licence and drivers name should be held by the setting.
* Insurance certificate should indicate drivers allowed to drive for the setting.
* Details of vehicles used will include registration number, MOT details and tax details.
* A registered member of staff will accompany all children.
* No child will be left in a vehicle unattended.

**Staffing levels –**

* One adult to two children, qualified staff to be responsible on outing if parents or volunteers make up part of the adult contingent.
* Staff will ensure that regular headcounts are undertaken.

**Plan of activities -**

* A plan to show how the outing fits into the overall programme and the activities which will be used to prepare children for the outing beforehand, the activities to be carried out during the outing and the follow up activities to promote children's learning after the outing will be written down and read by all adults involved in the setting.

**Risk assessment -**

* Before taking the children on any outing, a member of staff or committee will visit the venue and carry out a risk assessment for the journey and location. If this is not possible the venue will be contacted requesting a copy of their risk assessment.
* A full risk assessment will be conducted for each outing, this will include the nature of the outing and adult/child ratio.

**Parental permission -**

* A consent form will be completed by parents giving the responsible person authority for their child while on the outing.

**Emergency procedures -**

* Contact telephone numbers for parents will be taken.
* A mobile phone fully charged will be carried at all times, this number will also be left with a responsible person at the setting.
* A qualified Paediatric First Aider will be present for all outings.
* If an accident requiring medical assistance occurs to a child, an ambulance will be called, the parent will be asked to meet their child and a member of staff at the nearest hospital.
* In the event of a child being lost, the ‘missing child procedure’ will be followed.
* Any incidents must be recorded in writing.
* Ofsted will be contacted and informed of any serious incidents.

**Information/Equipment to be taken on the trip -**

* List of children, parents phone numbers, special needs including any allergies.
* Mobile phone.
* First Aid kit and any necessary medication, accident book.
* Spare clothes, plastic bags.
* Activity plan.
* Programme including time expected home. This information will also be kept in the setting.

**SAFEGUARDING CHILDREN**

Links to 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.13 in the Statutory Framework

**POLICY**

In our setting we plan to provide an environment which ensures children are safe from potential abuse including bullying and will respond to any suspicion of potential abuse in a way which respects the child's rights and reinforces the adult’s responsibilities to the children.

* The Lead Practitioner, who is the person to whom all concerns are referred to is Julie Guest

**PROCEDURES**

In order to do this we

* Ensure that all adults working (voluntary or paid) in the setting are aware of the fact that such work is exempt from the provision laid down in the Rehabilitation of Offenders Act 1974.
* Ensure the responsibilities under Safeguarding Vulnerable Groups Act 2006 are met. (Vetting and Barring, DBS).
* Require all potential workers to provide references, attend an interview, sign an agreement for an enhanced DBS check and to work for a probationary period.
* The Lead Practitioner will attend appropriate training to ensure they have up to date knowledge of safeguarding issues.
* Provide an induction programme for new members of staff that includes Safeguarding Children responsibilities.
* Personal mobile phones and cameras will not be used while children are present, this includes, staff, parents and any other visitors.
* The Lead Practitioner will ensure on-going training, support advice and guidance is provided for all adults, involved with the care and education of children, which will help them to recognise and respond to suspected abuse of children whether physical, emotional, sexual or as a result of neglect.
* Require all practitioners to be alert to any issues or concerns in the child’s life at home or elsewhere.
* Provide as part of a planned learning programme of activities which help children understand issues of personal safety, express their fears and anxieties, and name body parts.
* Never allow an unregistered adult to be alone with a child or children e.g. going to the toilet or supervising children in a separate room.
* Have clearly set out procedures which all adults will be aware of to respond to concerns of suspected abuse.
* Recognise that parents should always be involved in the monitoring of children's behaviour or development and should be the first point of contact (except in cases of suspected sexual abuse) Discussions with the parents will take place either by telephone or when they drop off/collect their child from the setting, depending on the severity of the concern.
* Keep an on-going record of observations of significant changes in children's behaviour or appearance which will be written and kept confidential (depending on the change, either an incident form or cause for concern form will be completed).
* Will ensure all adults know who to contact within the setting and what to do if that person does not carry out their responsibility for the child's well-being.
* We will have regard to the statutory guidance *Working Together to Safeguard Children.*
* The Lead Practitioner will work with the Children’s Services, Police and LSCB to ensure the child's best interests are met.
* Notify SPOA, the local Children’s Services or Police without delay any substantiated allegations of abuse by any person living, working or looking after children, either at our premises or elsewhere. (Allegations Management).
* Will wherever possible continue to support and work with the child's family to maintain continuity of care for the child.
* All details of concerns, progress, case conferences etc are confidential and will not be discussed with anyone not authorised to have this information.
* Inform Ofsted within 14 days of any allegations made against an adult in the setting.

**SPOA (Single point of advice) 01323 464222** [**0-19.SPOA@EASTSUSSEX.GCSX.GOV**](mailto:0-19.SPOA@EASTSUSSEX.GCSX.GOV) **(Secure email)**

**Emergency Duty Services- 01273 335906 or 01273 335905**

**Hastings Police- 01273 475432**

**Ofsted- 0300 123 3155**

**The Local Authority Designated Officer for Allegations Management (LADO) Amanda Glover contact via SPOA or Telephone number is 07825782793**

**NSPCC: 0800 028 0285**

**Whistle Blowing:** [**whistleblowing@ofsted.gov.uk**](mailto:whistleblowing@ofsted.gov.uk)

**Public concern at work: 020 7404 6609**

**SAFEGUARDING CHILDREN PROCEDURES**

**WHAT TO DO IF YOU ARE WORRIED ABOUT A COLLEAGUE.**

A concern is expressed about an adult in the setting because the person has:

Displayed inappropriate behaviour towards other members of staff or children. For example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual roles and responsibilities; or inappropriate sharing of images.

The concern should be reported as soon as possible to the Lead Practitioner or her /his deputy in their absence or if the allegation concerns the Lead Practitioner.

A signed and dated written record should be made.

The Lead Practitioner ensures the child is safe.

The Lead Practitioner will talk to the person and carry out an investigation; the following actions will be taken appropriate to the situation -

|  |
| --- |
| Settings Disciplinary Procedures will be followed.  Support and/or training in correct procedures.  Supervision to find solutions for the problem. |

Where an allegation is expressed about an adult in the setting because the person has:

* Behaved inappropriately in the setting in a way that has or may have harmed a child or
* Possibly committed a criminal offence against a child or
* Behaved towards a child or children (their own or other peoples) in a way that indicates s/he is unsuitable to work with children or
* Demonstrated behaviour or conduct in their personal or professional life that might indicate their unsuitability to work with children or
* Behaved inappropriately in their private or community life, or is living with someone who has behaved inappropriately in a way that has or may have harmed a child.

Dealing with this type of concern is called ALLEGATIONS MANAGEMENT,

the following steps should be followed.

The Lead Practitioner must inform the Police if a crime has been or may have been committed.

The Lead Practitioner/Senior Manager must inform the Local Authority Designated Officer for Allegations Management (LADO) within 24 hours, who will advise on how to proceed to the next stage following the LSCB guidance. This will either be to deal with it within the settings own disciplinary structures or with a multi-agency approach.

**SAFEGUARDING CHILDREN PROCEDURES**

**CONCERN ABOUT A CHILD**

A concern is expressed about a child in the setting because the child has:

* Significant changes in behaviour or
* Made comments which give cause for concern or
* Unexplained bruising or marks or signs of possible abuse or neglect or
* Shown a deterioration in their general well-being or
* Given reason for adult to suspect neglect or abuse has taken place outside the setting.

When dealing with this type of concern, the following steps should be followed.

The concern should be reported as soon as possible to the Lead Practitioner, or her/his deputy if the Lead Practitioner is not present.

The Lead Practitioner ensures child is protected and must inform the Police if a crime has been or may have been committed.

The Lead Practitioner will investigate the concerns.

The Lead Practitioner will assess the evidence and decide on the next stage.

|  |  |
| --- | --- |
| **Dealing with concerns within settings safeguarding procedures.**   1. The person reporting concern must complete a Cause for Concern record as soon as possible after reporting it to the Lead practitioner. 2. The Lead practitioner will check for previous concerns on file. 3. The Lead Practitioner will speak to a parent about concern (unless sexual abuse is suspected or it would put the Lead Practitioner in a position of danger). 4. Monitoring the situation must include a statement giving the length of time to monitor and date for review. | **Dealing with concerns with multi-agency approach.**   1. Contact the family social worker if they already have involvement with one. 2. Where possible discuss actions with parents (unless it is sexual abuse or it would put the worker in a position of danger). 3. Contact the Duty Social Worker or Police Child Protection Unit and inform Ofsted, if there is specific evidence to report. |

**CAUSE FOR CONCERN**

Manager: Staff member name:

Name of child: DOB:

|  |
| --- |
| Why I am worried about this child (e.g. I have been told, I have seen/heard)  Date reporting worries: |

|  |
| --- |
| What I have done about my worries (e.g. told ?? on……., listened to child A without questioning, telephoned Social Services for advice on……) |

I ……………………(name) received this information on ……………..(date) at ……....(time)

|  |
| --- |
| Where a referral is made to other agencies outside the setting record:  Referral made by:  Date and time referral made:  Name of person receiving the referral:  How the referral was followed up (inc. dates, times, names and outcomes) |

**BULLYING**

Links to 3.50, 3.51, 3.52 in the Statutory Framework

**Context**

Many children encounter bullying in one form or another. It can take many different forms, e.g. name calling, being picked on, being excluded, physical aggression and intimidation. All bullying is abusive and should not be tolerated in any environment.

Bullying may involve one child bullying another or a group of children against one child or another group of children. Bullying can be physical, verbal, emotional or a combination of these. Sometimes bullies are children who are experiencing bullying themselves, have been abused or are experiencing difficulties at home or in making relationships. Bullies often have low self-esteem. Children may bully to feel successful or to gain control over another person. Some children are more likely to be bullied than others, e.g. children with low self-esteem, those who are insecure, lack social skills, cry or become emotionally distraught easily or are unable to defend or stand up for themselves.

**Policy**

We will protect the children in our care and ensure they are safe from bullying. We will create an environment where children feel secure and safe and are able to enjoy their time with us. All adults will build relationships with the children to ensure they feel able to seek help from them if they feel threatened.

**Procedures**

If bullying occurs we will –

* Act immediately.
* Gather as much information about the situation and incident as possible.
* Avoid blaming individuals.
* Talk things through calmly.
* Not make children say sorry or be friends if they do not want to.
* Encourage children to work out solutions which everyone can accept.
* Monitor the children after the incident to ensure the solution is working.
* Report incidents to Manager.
* Seek help from other professionals where appropriate.
* Talk to parents calmly and without accusing or judging them or their child.
* Work out a programme to support all children and to avoid the situation occurring in the future.

As part of our programme of activities we will help children understand about their rights and the effect of bullying on individuals by –

* Encouraging children to feel good about themselves.
* Build up children’s self-esteem and feelings of self-worth.
* Encourage children to be assertive.
* Demonstrate ways of expressing feelings and behaving towards others.
* Treating children with respect. Never ridiculing a child.
* Giving plenty of praise and specific positive feedback to children.
* Providing activities which encourage social skills e.g. taking turns, sharing, helping each other, being positive with others.

**ACHIEVING POSITIVE BEHAVIIOUR**

Links to 3.50; 3.51 & 3.52 in Statutory Framework

**POLICY**

Our setting aims to provide a stimulating range of experiences and activities for children to make sense of their world through play and by providing a happy, well managed environment the children will be encouraged to develop social skills to help them become accepted and welcome in society as they grow up. We recognise that busy children are less likely to behave in an unacceptable or antisocial way. We recognise the need to set reasonable and appropriate limits which all the adults will maintain in the management of children's behaviour.

We do not threaten or administer physical punishment or punishment which causes pain or humiliation to a child. We recognise the importance of the adults’ behaviour as a role model for the children and will not allow bullying in any form towards anyone.

We endorse positive discipline as an effective way to set limits and manage behaviour in our setting

* The named practitioner that is most knowledgeable and experienced in behaviour management strategies is: Julie Guest

**PROCEDURES**

In order to do this we -

* Reward good behaviour because rewards are constructive, they encourage further effort. Punishment is destructive; it humiliates children and makes them feel powerless.
* Encourage self-discipline and respect for others because children need to grow into people who behave well even when there is no one to tell them what to do.
* Set realistic limits according to children's age and stage of development because as children grow our expectations of them change.
* Set a good example because young children take more notice of how we are and what we do than what we say.
* Encourage children, not order them because do as you are told does not teach anything for next time, positive discipline means explaining why.
* Consultation between parents and staff will ensure consistent adult responses to children's behaviour because children need to know where they stand and what we mean by what we say.
* Praise, give attention and appreciate what children do because when children are used to getting attention for good behaviour they will not need to seek it by misbehaving.
* Build children's self-esteem because shaming, scolding or humiliating children can lead to even worse behaviour while approval, praise and attention will make a child feel valued and cared for.
* Ensure staff will attend relevant training to keep up to date with best practice in behaviour management.
* Only use physical intervention to avert immediate danger and prevent injury to a child.

**EQUALITY AND INCLUSION**

Links to 1.7, 3.26, 3.57 & 3.66 in Statutory Framework

**POLICY STATEMENT ON EQUALITY**

In our setting we aim to acknowledge and value each child's individual stage, ability, culture, religion, language and family group. This will give our children the self-confidence to move onto the next stage in their development.

We recognise that parents are young children's first educators and welcome their involvement in our setting in order to ensure that the children's home based learning and the learning opportunities we offer extend and reinforce each other.

We actively seek to combat sexism and promote equal opportunities for girls & boys, women & men.

We have taken regard of the Equality Act 2010 and actively seek to promote racial harmony through everything we do, say and provide.

We promote equality of opportunity for children with special needs and their families.

**POLICY STATEMENT ON INCLUSION**

Our setting has used the DfES Code of Practice on the Identification and Assessment of Special Educational Needs and the Equality Act 2010 to devise a policy and procedures which will ensure all children have the appropriate opportunities to learn through play and that all families will feel welcome.

The graduated response to intervention (or graduated approach) is a model of action that provides interventions to help children who have Special Educational Needs. The approach recognizes that there is a continuum of Special Educational Needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

**PROCEDURES**

* Information, written and spoken, will be clearly communicated in as many languages as necessary, including Braille. Bi-lingual children and adults are valued, and their languages and skills will be recognised and respected in our setting.
* Each child will have a Key Person. They will take a close interest in their progress and individual needs and will work one to one with the child if extra support is required.
* Consultation between parents, manager and Key Person will plan the settling in programme for each individual child.
* The named designated person for Special Educational Needs is Julie Guest
* The named person responsible for race equality is Julie Guest
* The medical, cultural and dietary needs of children, families and adults working in the setting will be met.
* The environment will be monitored to ensure all children can be included and any adaptations which need to be made to accommodate a child’s specific need will be considered and undertaken where possible. If it is not possible to adapt the physical environment we will consider alternative ways to ensure the child’s needs are met.
* It is our response to the child that changes (i.e. is graduated); the child remains the same child.
* All children are individuals. They will be offered differentiated learning opportunities to help them reach their full potential. These opportunities will be carefully planned and based on knowledge of the child.
* Specialist expertise will be brought in where necessary for children with Special Educational Needs. Practitioners can develop extremely effective interventions without specialist expertise in most cases – with careful planning based on knowledge of the child.
* If intervention is very successful, our setting may be able to support the child without additional programmes.
* We plan our programme to extend the children’s experience and knowledge of other cultures, languages and celebrations.
* We ensure that the activities reflect the diversity of our society not just our setting.
* We encourage children to explore in a positive way the differences and diversity of people by ensuring the representations of people are accurate and realistic i.e. dolls, puppets, models.
* Children’s progress and needs will be monitored by carefully planned methods of observation by all staff and will be shared with parents, taking account of information from parents.
* Children’s views and opinions about the activities and routines they enjoy, as well as their other likes and dislikes, will be sought as part of the planning for a child’s specific needs.
* Children’s specific needs will be monitored, supported and reviewed by the staff in consultation with other professionals including speech therapists, psychologists, pediatricians, social workers and health visitors.
* Children will be supported through their transition to other settings through consultation with all agencies involved with the child and their family.
* Parents of children with Special Educational Needs and/or disabilities will be given information about the procedures for resolving complaints about the provision for their child (see comments and complaints policy and procedures).
* Children's right to privacy will be maintained while carrying out personal hygiene activities by ensuring other children and adults are not able to observe the child.
* Discriminatory behaviour or remarks are unacceptable in our setting and will be challenged. We will respond in a way that is sensitive to the feelings of the victim and help those responsible to understand and overcome their prejudices.
* We seek to enable adults with disabilities to take part in our setting where it is safe and reasonable to do so.
* We monitor our practice through a Race Equality Action Plan and have regular meetings to discuss and decide how to improve our practice and procedures.
* Staff will attend relevant training to ensure they keep up to date with the requirements of all children with special needs and regarding specific conditions and disabilities.
* Meetings, events and courses will take account of the needs of families with young children, and will be designed to ensure all who wish to be involved in the organisation and management of our setting have an equal opportunity to do so.

**PLANNING FOR LEARNING THROUGH PLAY**

Links to 1.6; 1.7; 1.8; 1.9; 1.10; 1.11, 1.12; 1.13, 2.1; 2.2; 2.3; 2.4, 2.5, 3.56, 3.57, 3.58

in Statutory Framework

* Our setting plans to provide the children attending with opportunities that will support and promote their overall development in a safe, stimulating and caring atmosphere, created by appropriately trained, knowledgeable staff with the involvement of all families within our community who are interested in and support our aims.
* We take care to provide activities which use equipment appropriate to the age and stage of development of the children attending our setting which will stimulate their interest and encourage investigation as well as enabling the children to practice existing skills and to build on those skills to acquire new ones.
* We ensure children have the opportunity to play inside and outside on a daily basis.
* We recognise that children learn from each other. We enable the youngest children to have regular contact with older children, through a planned daily programme of activities and experiences.
* We are aware of the importance of reflecting all members of society not just those who attend our setting but also the local community and society in general in a positive way, we ensure that activities, equipment and displays provide a balanced view and also allows children to show their own individual creativity without pressure to have an adult directed “perfect” end product.
* Activities are planned to reflect the different ways that children learn and take account of the three characteristics of effective teaching and learning: playing and exploring, active learning and creating and thinking critically.
* For children whose home language is not English, we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning. Children’s communication, language and literacy skills will be assessed in English. If a child does not have a strong grasp of English language, we will explore the child’s skills in the home language with parents to establish whether there is cause for concern about language delay.
* All children need to experience a balance of adult led and freely chosen or child initiated activities and experiences tailored to their stage of development and taking account of their individual needs and interests.
* Our staff members respond to each child’s emerging needs and interests, guiding their development through warm, positive, constant interaction. We undertake ongoing sensitive observational assessment through playing with children in order to plan to meet our children’s needs.
* For our youngest children we focus on the three prime areas of communication and language; physical development; and personal, social and emotional development. As children grow in confidence and ability we move to a more equal focus on all seven Areas of Learning and Development.
* We have high expectations of all our children and will work to enable them to achieve the Early Learning Goals by the end of the Early Years Foundation Stage. If we are concerned about a child’s progress in any of the areas we will discuss this with the child’s parents and agree how best to support the child.
* Parents need to be included in their children’s learning. The Key Person will most likely be the one to give information about their child’s interests and abilities; and be given information on their child’s activities and progress. Comments from parents are incorporated into children’s records.
* For children aged between 2 and 3, a short summary of assessment will wherever possible be written in time to inform the Health Visitor development review, the most useful time to provide the summary will be agreed with parents. It will identify the child’s strengths and any areas where the child’s progress is less than expected. We will discuss the summary of development with parents. We will encourage parents to share the summary of assessment with other professionals including the Health Visitor.
* The activities and experiences planned for the children cover the seven Areas of Learning and Development described below.

**Three Prime Areas of Learning and Development**

Links to 1.2, 1.4, 1.5, 1.6 in Statutory Framework

|  |  |
| --- | --- |
| **Communication and Language** |  |
| Children’s communication and language development must be supported through providing opportunities for them to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. | |
| **Physical Development** | |
| Children must be supported through opportunities to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. | |
| **Personal, Social and Emotional Development** | |
| Children must be supported to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behavior in groups; and to have confidence in their own abilities. | |
| **Literacy** | **Mathematics** |
| Children should be encouraged to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. | Children should be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures. |
| **Understanding the world** | **Expressive arts and design** |
| Children should be helped to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. | Children should be able to explore and play with a wide range of media and materials, as well as provided with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology. |

**SUN PROTECTION**

Links to 3.1, 3.2

At Westfield Playgroup we acknowledge the importance of sun protection and want staff and children to enjoy the sun safely.

We will work with staff and parents to achieve this through:

* We will encourage children to sit/play in the shade where it is possible.
* Children are required to wear hats that cover their ears, face, and neck
* We supply some hats for those who may forget their own
* All staff are to role model sun safety by wearing sun cream/hats
* Please apply sun cream on your child before their session starts, staff will only apply sun cream after lunch if your child stays for the two sessions on a Monday, Tuesday and Thursday.

**STAFFING**

Our setting is managed by parent committees which are responsible for employing and supervising the staff, voluntary helpers and student placements; the committee acts on behalf of all the parents and are elected at the Annual General Meeting. This is one of the most important elements of a community childcare setting. Committee members are obliged to look after the interests of the setting’s membership (families) and are answerable to the membership for their actions. Committee members are usually collectively responsible for the activities of the committee in the eyes of the law. Additional information about committee responsibilities can be found in the settings constitution and advice on these issues including committee procedures is available from Playgroup Network.

**POLICY**

We seek to promote equality of opportunity and to eliminate discrimination as defined under the terms of the Equality Act in all our employment procedures and practices.

We are committed to ongoing personal learning and development for everyone involved in the work undertaken. We will take account of cost, timing, family responsibilities, cultural requirements, gender and age sensitivities, potential physical barriers in the built environment, or attitudes of others to personnel with different abilities.

**PROCEDURES**

Links to 3.60 in Statutory Framework

* We have an area where staff can take breaks away from areas used by children.

**SAFE RECRUITMENT**

Links to 3.2, 3.9, 3.10, 3.11, 3.12, 3.18, 3.25, 3.28 in the Statutory Framework

* Advertise all vacant posts internally and externally to reach as wide a circulation as possible.
* Applicants will be given clear, concise and accurate information about posts through advertisements in order to enable them to assess their own suitability. This includes the need to have sufficient understanding and use of English (both written and verbal) to ensure the well-being of children.
* Language used will not deter any potentially disadvantaged applicant from applying.
* Advertisements and publicity on recruitment will state that we are working towards being an equal opportunity employer; and the position requires disclosure of any convictions, cautions, court orders, reprimands and warnings.
* Interview panels will be fully aware of our commitment to equality of opportunity in our employment practices, and will use the same questions for each applicant, assessed against the Person Specification.
* On appointment staff will have appropriate qualifications and experience for their positions, and will be assessed to identify relevant continuing training and development.
* Take up references.
* Carry out an enhanced DBS disclosure and health checks, recording the DBS number, date of issue and the counter signatory of the organisation that obtained the DBS.
* Keep individual records including qualifications, identity checks and vetting processes (references) of staff, volunteers and committee members.
* Induction training will be undertaken within the first two weeks of employment.
* Where appropriate, elected members of the committee will receive induction training and support from senior members of staff, accompanied by a job description.
* The person in charge and their deputy must have a level 3 qualification.
* Have a named deputy who will take charge in the absence of the manager.
* Keep a record of suitable staff that can cover in emergencies, if for some reason this is not possible our emergency closure policy will be put into action.

**SUPERVISION**

Links to 1.12, 3.11, 3.17, 3.19, 3.20, 3.21, 3.29 – 3.36 in the Statutory Framework

* All staff will have a termly supervision meeting where they will be invited to discuss their performance, professional development, team issues and any concerns re children’s development and well-being.
* All staff members have a responsibility to perform to a satisfactory standard. Where issues of capability arise the staff member will be assisted through supervision sessions to reach the required standard.
* All staff must disclose convictions, cautions, court orders, reprimands and warnings received during their employment which may affect their suitability to work with children.
* Have regular meetings to review our programme, plan future activities and monitor children's progress.
* Always have at least two members of staff present in each room when children are present.
* Always have a minimum of one adult to eight children for 3 -5 year olds and one adult to four children for 2 year olds and one adult to three babies under 2 years.
* Ensure at least 50% of the rest of the staff present at all times have an appropriate level 2 qualification.
* Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children.
* Practitioners will not work directly with children if taking medication that may impair their ability to carry out their role. Staff taking prescription medicines must seek medical advice to confirm the medication will not impair their ability to work with children.

**APPRAISALS**

Links to 1.12, 3.22 in Statutory Framework

* All staff will have an annual review, followed by supervision meetings where they will be invited to discuss any issues, support needed and their training and development needs with their manager.
* Identified training and development needs will be recorded for recommendation to be discussed by those responsible for funding.
* Investigate ways to enable staff to access appropriate qualifications on the Integrated Qualifications Framework and on-going training appropriate to their job role.

**STUDENTS & YOUNG PEOPLE**

Links to 3.28 in Statutory Framework

Students are welcomed into our setting as more than just an extra pair of hands, to safeguard everyone concerned we accept students’ if-

* They have written confirmation from their course provider that they are a student and need a placement.
* They attend an induction session informing them of our policies especially regarding Health and Safety, Safeguarding Children, Discipline and Confidentiality.
* They will not be allowed unsupervised access to children unless they have current evidence that they already have had the appropriate checks –DBS Enhanced Disclosure and health questionnaire.
* They will not make the number of adults present too great for the safety and benefit of children's learning.
* Only those aged 17 and over can be included in the ratios.

**STAFF/VOLUNTEER INDUCTION**

Link to 3.18, 3.69 in the Statutory Framework

* New members of staff or volunteers will be inducted by the appropriate line manager. Introductions to other staff and volunteers will be made a priority.
* A general induction session will be carried out on the first day of employment.
* When all policies and procedures have been read, s/he will sign the appropriate form to confirm understanding and a willingness to abide by them.
* Specialised induction sessions will be carried out with the appropriate member of staff or committee at an agreed time and venue.
* The manager will carry out a review of the induction process within four weeks of the start date.
* A performance review will be carried out by the appropriate line manager at the end of the agreed probationary period.

**INDUCTION CHECKLIST FOR FIRST DAY**

* Welcome new staff member & introduce to others in team.
* Explain policies, especially equality, confidentiality (including maintaining the privacy of children, families and colleagues) and use of mobile phones and cameras in the setting and the use of social networking sites within and outside their working hours.
* Health and Safety explained - including emergency evacuation.
* Safeguarding procedures including child protection, Allegations Management and Whistle Blowing.
* Place to work set up ready.
* Shown round layout - kitchen, toilets etc.
* Documentation completed, signed and filed.
* Staff pack provided.
* Organisation history and plans explained.
* Job description discussed.
* Opportunity to observe work practice.
* Simple but relevant job given for first day.
* Equipment demonstrated.
* Food hygiene procedures.
* Review and evaluation explained.
* Gave positive feedback.
* Checked understanding at end of day.

**Supervision Agreement**

Links 1.12, 3.20, 3.21

Supervision will foster a culture of mutual support, teamwork and continuous improvement; encouraging confidential discussion of sensitive issues, and providing support, coaching and training.

Supervision Agreement between ……………………… and ……………………………

1. Supervision will take place termly, at a time agreed by both parties. It will last approximately 20 minutes, and will be given the highest priority by both of us.
2. We should contact each other during normal working hours; however we may contact each other outside of working hours, if an issue is urgent and must be resolved before the following working day.
3. Supervision will begin on time and will be uninterrupted, except in urgent circumstances. There will be a record of supervision, and we will both receive a copy of the record. The record may be amended by mutual agreement. If there are disagreements about the record, these will be recorded.
4. The record of supervision, and the Agreement, are confidential to those involved but may be accessed from time to time by senior management. When this is necessary both parties will be notified in advance.
5. The supervision process will include four elements:
6. Accountability and monitoring of standards, including concerns re children’s development or well-being.
7. Emotional support.
8. Professional development.
9. Team issues, including concerns about the behaviour of colleagues.
10. It is agreed that we have an equal responsibility for contributing to supervision, and are committed to a supervision relationship, which is open and honest. We recognise the need to provide feedback on the process/content of supervision.
11. It is agreed that issues relating to discipline or working matters that cannot be resolved during the supervision session, to a higher authority.
12. Personal issues may be raised at any time if they are affecting work performance. The recording of such issues will be agreed during the supervision session, and they will only be discussed within the line management structure, by mutual agreement, unless they affected performance.
13. We will attempt to recognise conflict and deal with it openly. When conflict arises we will listen to each other with respect, and any feedback will be given with sensitivity and care.
14. Each of us has permission to make mistakes and be wrong.
15. Each of us has permission/responsibility to draw attentions to behaviour or attitudes of any person within the staff team, which are discriminatory or oppressive.
16. An Annual Appraisal will be carried out, this will be worked on in the supervision session.

**HEALTH DECLARATION**

It is an offence for a person to make a statement, which is knowingly false or misleading, in order to gain employment with vulnerable children in settings registered for day care and early year’s education with Ofsted. We ask you to complete this declaration truthfully. Current or previous health problems do not necessarily lead to a refusal of employment.

|  |  |
| --- | --- |
| Title: | Full name: |
|  |  |
| DOB: | Male [ ] Female [ ] |
| Address: |  |
|  |  |
|  |  |
| Post code: |  |
| Phone number: |  |
| Mobile phone no: |  |
| Email address: |  |
| Workplace: |  |
| Address: |  |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| Are you currently attending a doctor’s surgery or hospital? Yes [ ] no [ ] |
| If yes, please give details: |

|  |
| --- |
| Are you currently taking any medication or having any other treatment from a doctor, hospital or other medical practitioner? Yes [ ] no [ ] |
| If yes, please give details: |
| If you answered yes to the previous question, have you asked your doctor to confirm this medication is unlikely to impair your ability to look after children? yes [ ] no [ ] |
| If no, please explain. |

|  |  |  |  |
| --- | --- | --- | --- |
| Do you suffer from any medical conditions which significantly affect  your: Yes No If yes, please give details: | | | |
| Sight? |  |  |  |
| Hearing? |
| Walking? |
| Ability to climb stairs? |
| Ability to bend? |
| Ability to lift? |
| Stamina? |

|  |  |
| --- | --- |
| In the past five years have you had any medical problems other than minor illnesses such as colds? If yes, please give details: | |
| Date | Details |

|  |  |
| --- | --- |
| In the past five years have you had any hospital admissions or outpatient treatment? If yes, please give detail: | |
| Date | Details |

|  |  |  |
| --- | --- | --- |
| Have you ever suffered from any of the following?  Please put an asterisk against any conditions still current. Yes No | | |
| Depression, anxiety or stress related illness or other mental health problems, including self-harm and eating disorders? |  |  |
| Breathing difficulties such as asthma? |
| Blackouts, fits, epilepsy or faints? |
| Heart problems? |
| Diabetes? |
| Back, neck or other problems with arms, legs and joints? |
| Alcohol or drug dependency or misuse? |

|  |  |  |
| --- | --- | --- |
| If yes, please give details of the time you have had off sick and the dates you received treatment: | | |
| Date | Treatment | Time off sick |
|  |  |  |

|  |  |
| --- | --- |
| Have you been in contact with a significant infectious disease, such as TB or hepatitis? If yes, please give dates and detail: | |
| Date | Details |

**Statement of declaration and consent:**

I declare that to the best of my knowledge the answers given to the questions are full and correct. I understand that my employer may seek the advice of Ofsted if any information requires clarification of the regulatory position in relation to the EYFS Statutory Framework and with the Disability Rights Commission with regard to the rights of employees in relation to the Equality Act 2010. I agree to notify my employer of any significant changes to my health.

Name: Signed: Date:

For employer use only:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date received | Person checking | Date approved | Date not approved | Extra info requested |
|  |  |  |  |  |

**Explanatory notes:** The Children Act 1989 Part XA sets out Ofsted’s powers for the registration and inspection of care for children under eight.In relation to the EYFS the Childcare Act 2006 gives the requirements statutory force.

**Why does my employer need information about my health?**

Ofsted require every registered day care setting to satisfy them that all adults working with children under eight are suitable to do so. This includes making judgements about a person’s physical and mental suitability. To ensure compliance with this requirement we need to obtain a health declaration from you.

**Who will see this information?**

All records relating to your medical health will be stored securely and looked at in strict confidence. Your employer will use the information to make a decision about your suitability to look after children. Personal information will be processed in accordance with Data Protection Act 1998. Under the Act employees have certain rights regarding access to the personal information held about them. If you wish to see such information please put your request in writing to your manager.

**What if my employer wants more information?**

In this situation your employer may –

Ask Ofsted for advice.

Telephone or speak to you personally.

Ask you to attend a meeting to explain specific information.

Ask you to provide information from your doctor.

**Access to Medical Reports Act 1988**

An employer cannot apply for a medical report from a doctor who has been responsible for your physical or mental healthcare without your consent.

A doctor may charge a fee to cover administration costs.

If you see the report and do not agree with it, you can ask the doctor to amend any part you consider misleading or inaccurate. If the doctor refuses you can attach a written statement giving your views. You may withhold permission from the doctor to forward the report to your employer and your doctor will not be able to send it without your consent. The doctor must keep a copy for at least six months after the date it was supplied and you are entitled to have access to it.

The doctor is not obliged to let you see those parts of the report s/he believes would be likely to cause serious harm to your physical or mental health or that of others. The doctor is not obliged to let you see any part that would reveal information about another person or the identity of a person who has supplied the doctor with information about your health unless that person also consents. In those circumstances the doctor will notify you and you will be limited to seeing any remaining parts of the report.

**Supervision Record**

This form is to be completed and signed by both parties to confirm that the notes are an accurate record of the supervision session.

Name of supervisee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of supervision session \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topics to be discussed:

1.

2.

3.

4.

5.

If there is any disagreement about the outcome of the discussion please state.

|  |
| --- |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

Actions to be taken

|  |  |  |
| --- | --- | --- |
| Action | Who | When |
|  |  |  |
|  |  |  |

Items for next session

|  |
| --- |
|  |

Date and time of next session:

Signed

**Appraisal Agreement Form**

Staff appraisal interviews provide an opportunity to routinely discuss work standards and to jointly decide ways of improving them.

The purpose of these interviews is to raise work standards within our organisation.

Three weeks prior to the appraisal date you will be given a self-appraisal form which you must complete and return to your Manager two weeks before the agreed date. Your Manager will also complete a preparation form, which you will receive two weeks before the agreed date.

I understand the reasons for my appraisal and the procedures to be followed.

I agree to my appraisal interview being held on ………………..

Name of Appraisee: Name of Manager:

Signed: (Appraisee) Signed: (Manager)

Date: Date:

Please answer the following questions. Write in note form if you feel more comfortable doing so:

1. Which parts of your work do you feel especially pleased with?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

1. Which parts of your job have not gone as well as you would have hoped?

……………………………………………………………………………………….

……………………………………………………………………………………….

……………………………………………………………………………………….

1. Are you experiencing any difficulties with your work and/or colleagues?

………………………………………………………………………………………...

…………………………………………………………………………………………

…………………………………………………………………………………………

1. In what ways would you hope to develop your experience and strengthen your expertise both in the coming year and in the long term?

………………………………………………………………………………………….

………………………………………………………………………………………….

………………………………………………………………………………………….This form to be completed by the Manager and exchanged with the appraise two weeks prior to the appraisal.

Appraisee’s name …………………………………………..

Date of Appraisal ……………………………………………

Please identify the areas of work in which you feel the appraisee has been most successful and why.

……………………………………………………………………………………………

……………………………………………………………………………………………

………………………………………………………………………………………………

Please identify the areas of work in which they have been least successful and why.

……………………………………………………………………………………………

……………………………………………………………………………………………

………………………………………………………………………………………………

What factors have had an effect on their job performances?

……………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Please identify any training which might improve performance.

………………………………………………………………………………………………

………………………………………………………………………………………………

What would you consider to be reasonable projected targets?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Signed: …………………………Position: ………………………………Date:

This form to be completed and signed by both parties within two working days of the appraisal date noted below.

Name of Appraisee ……………………………………………………..

Date of Appraisal ………………………………………………………..

Name of Manager ……………………………………………………….

Please list the areas of work in which the jobholder has been most successful.

……………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Please list the areas of work in which the jobholder has been least successful.

……………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Please list the agreed methods and time-scale of achieving improvement in work standards.

……………………………………………………………………………………………

……………………………………………………………………………………………

Comments from Manager

………………………………………………………………………………………………

Comments from Appraisee:

………………………………………………………………………………………………

Date of next appraisal:

Signed: …………………………………………… Manager. Date:

Signed: …………………………………………… Appraisee. Date:

**TRAINING PLAN**

This plan outlines a programme of training agreed between the early year’s worker and their employer.

It describes what the worker is aiming to achieve by a specified date.

Workers – Full name:

Job role:

Job title:

Assessed training needs

Identified training opportunities for each assessed need including length of course/training, cost, dates and times

Review arrangements

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date planned | Date actual | Comments | Reviewed by | Workers sign |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Declaration**

Name of worker:

I confirm I have read, understand and agree with my individual training plan

Signed: Date:

Name of manager producing the individual training plan

Print: Sign: Date:

**CONFIDENTIALITY**

Links to 3.67, 3.68, 3.69

**POLICY**

Information received by the setting is often confidential and in order to maintain parent’s confidence in our professional approach to this information our setting ensures -

**PROCEDURES**

* All parents can see the details kept about their child and themselves at any time.
* Parents will not be given access to the information kept on other children and their families or members of staff.
* Feedback given to parents on their children’s progress will be given directly to the parents unless they state a third party can be involved e.g. a childminder or nanny.
* Information about a child's medical needs or status i.e. HIV or concerns about Safeguarding issues will be kept in a separate file and will only be available to authorised personnel.
* Staff, students and visitors to the setting will be made aware of the importance of confidentiality of information and their responsibility within the setting.
* Information about individual members of staff will not be given out to anyone without permission of that person except in case of Safeguarding.
* Data protection regulations and Freedom of Information Act requirements will be followed and explained to parents when they first start.
* All confidential information will be stored securely.

**CAPABILITY**

Links to 3.9, 3.21 in Statutory Framework

**Aim of Capability Policy**

Employees have a contractual responsibility to perform to a satisfactory level. Where substandard performance is found to be due to negligence or lack of application on the part of the employee, then the Disciplinary Procedure will normally be appropriate.

However, issues of an employee’s capability may arise from time to time where substandard performance relates to lack of the required knowledge, skills or ability rather than misconduct. In this case, the employee should, wherever practicable, be assisted to through training or coaching and given reasonable time to achieve the required standard. It is for this reason that Westfield Playgroup provides a Capability Policy.

**This Capability Policy is intended to –**

* Secure the required improvement in cases where performance falls short of that expected of a member of staff in a particular post.
* Help poorly performing staff to become more effective.
* Provide a fair and effective means of securing redeployment to a more appropriate position or where this is not practicable, dismissal.

It should be noted from the outset that a capability issue is not necessarily a disciplinary issue (and should not be treated as such). However as with any meeting which could result in a formal warning or some other action the individual will have the right to be accompanied by a work colleague. At each review stage, the employee should be advised of the consequences of a failure to reach the required level of performance, or the necessary improvement required, or of not being able to return to work or maintain a satisfactory level of performance through capability.

**Scope of the Policy**

The procedures in this document apply to all employees

**Stage 1 – Informal Process**

When an individual’s performance becomes a matter of concern their manager should keep informal notes of the way in which her performance falls below acceptable standards and the occasions on which this is noticed.

The manager should consider whether cultural, disability or other equal opportunity issues might be a factor in managing a capability issue. The manager can monitor this for up to six months at which stage they need to decide if further action is required.

The manager should meet the member of staff informally and explain how her performance falls short of the standard expected of someone in her position. The manager should consider any possible staff development or training opportunities which may enable the member of staff to meet the required standard of performance. Considerations may be given to on the job training or a formal training course. Managers may discuss options with senior managers in the organisation. The member of staff should be set clear written performance targets and a realistic timescale for improvement. These should be jointly agreed in writing. Her/his performance should be regularly reviewed until the performance targets are met.

Where an informal process has been followed and there continues to be a significant performance issue, considered to be concerned with capability, the manager should move onto the next stage.

**Stage 2 – Formal Process**

1. **Meeting with the manager**

The manager should meet the employee to discuss the employee’s performance in the job. The employee should be given the opportunity to be accompanied by a work colleague. The manager should discuss with a senior manager of the organisation who may be present at the meeting if required. The meeting should be structured examining the cause of the problem, the job requirements and the employee’s knowledge, skills and ability, and any shortfall.

The manager should consider what might be done to improve the situation and help the employee. This could include further training or development needs; changes in the employee’s duties, which might improve performance or assistance from other colleagues.

Ideally the plan for improvement should be agreed at this meeting. However, if it cannot be agreed at the time, the manager and employee should then reconvene to agree the plan for improvement, clarify any questions, and ensure that they are comfortable with the proposed solutions. This should then be documented by the manager, detailing the areas and level of improvement required the timescales and an appropriate review date. However as with any review, it should be ongoing. The employee must be advised that, should the necessary improvements not be achieved, their continuing employment may, in due course, be at risk.

Two copies of the above should be made and signed by both manager and employee to demonstrate they seek to agree the targets for improvement. One copy should be kept on the employees file and the other given to the employee.

1. **Review meeting with manager**

On the date set for the review, the manager should meet with the employee, review progress and evaluate any improvements in performance.

If the performance is in line with the targets and no further action is required, then this should be acknowledged and noted in writing by the manager. If there has been a marked improvement, but the employee’s performance has still not reached the required level then the period for improvement should be extended with a new review date set. The normal expectation is that targets and timescales should be set and reviewed twice before moving on to the next stage. Then if no adequate improvement has been made, the manager should progress to the next stage of the process.

**Stage 3 – Formal Process**

**Review Meeting with Senior Manager**

At this stage any meeting should involve the manager at the next level of authority, the employee and their work colleague.

The meeting will cover the manager’s concerns about the review period and what has taken place and the employee’s viewpoint of the situation.

Following this meeting, if it is deemed appropriate by the manager, the current plan for improvements will be maintained with an extended timescale. Alternatively a new plan may be issued taking into account the employee’s response; or consideration will be given to redeployment to a suitable position, if possible, where it is felt by both the manager and senior manager that this would be appropriate for the employee. The senior manager should again make it clear to the employee that their job is now seriously at risk if the required level of improvement is not achieved and sustained.

**Stage 4 - Formal Process**

**Final Review with a Senior manager**

This final stage should be conducted as stage 3, with the additional possible outcome of dismissal on grounds of capability, advising the employee of their contractual period of notice of termination of employment and of their right to appeal against the decision.

**Appeals**

An employee who wishes to appeal against a capability decision other than dismissal, should inform their manager within 10 working days. Senior managers will hear all appeals and their decision is final. At the appeal any capability target agreed will be reviewed but it cannot be decreased.

**Appeal against dismissal**

Any employee who is dismissed shall receive a formal letter of dismissal stating the reasons for dismissal. If the employee wishes to appeal against their dismissal, they should write to their senior manager within 14 days of the date of the dismissal letter indicating the reasons for the appeal.

We reserve the right to amend this policy from time to time. Such amendments may be notified to employees through managers or in writing.

**DISCIPLINARY**

Links to all of the Statutory Framework especially 3.14

**Disciplinary procedure**

1. At all stages the employee will be told what the complaint is against them and the range of possible sanctions that may be taken. The first step in the disciplinary process will be for the employees’ line manager to meet the employee informally to discuss the conduct or performance in question. The outcome of the meeting may one of the following:
2. No further action to be taken;

or

1. A disciplinary hearing may be held. At any hearing or disciplinary meetings, they have the right to be accompanied by a member of staff of their choice, and both will have the right to ask questions and present evidence. The outcome of this meeting could be any of the following –
   1. No further action to be taken;
   2. An oral warning. This will be noted in the employees work records;
   3. A written warning. A note of this will be placed with the employees work records, where it will remain for six months.

The line manager will explain what will happen if there are future problems or if performance does not improve. If the problem is performance related, the employee’s manager will explain what the employee must do in order to improve. The Capability Policy and Procedures may be activated.

* 1. A final written warning;
  2. Referral of the matter to senior management to consider termination.

If a referral to consider termination of employment is made, the employee will be informed in writing of the date of the hearing, the allegations against them, and the possible disciplinary sanctions that may be taken within seven days of the referral being made. The date of the hearing will, as far as is possible, be not more than 14 days from the notice being given.

If gross misconduct is suspected, the employee will be suspended on full pay while the matter is investigated by a panel comprising of members of the settings senior management. Any such investigations will take place wherever possible within 14 working days of the employee’s suspension. In allegations of gross misconduct the member of staff may be suspended immediately without having a previous verbal or written warning.

The employee will have the right to attend a meeting with the panel, and will have the right to representation as set out in the first paragraph at b).

The employee will be informed of the date of the hearing, the allegations against them and the possible sanctions that may be taken.

Following the investigation the panel may decide on the following -

1. To terminate the contract;
2. To impose any other disciplinary sanction;
3. To take no further action.

In all cases the employee has the right of appeal to a panel of senior management. If it is possible, the person who hears the appeal will not be the person who took the original decision.

The employee must give notice in writing of their intention to appeal, stating the grounds for the appeal, within seven working days of the decision being made.

An appeal will be heard, wherever possible, within 14 days of the employees notice being given. The appeal may confirm, alter or reject the original decision.

The employee has the right to be accompanied to this hearing.

The following are examples of the type of behaviour that could be deemed gross misconduct (this is not an exhaustive list) -

* Racist or sexist behaviour
* Racial or sexual harassment
* Drunkenness
* Drug taking
* Violence
* Aggressive behaviour towards adults or children
* Allegations Management
* Dishonesty
* Bullying
* Not following policies and procedures of the setting, especially where the management considers this is likely to put others in situation of danger
* Persistent failure to comply with reasonable requests or instructions of management
* Bringing the organisation into disrepute

**GRIEVANCE**

Grievance procedures exist to try to ensure that any concerns or complaints that staff members have are settled quickly and as fairly as possible. If a staff member feels they are receiving unfair treatment or being harassed by other staff members or have any grievance about their employment they should be initially raised with the individual concerned, if appropriate. If the grievance persists or if the concern relates to working conditions or is with the management committee itself the staff member should seek advice from their manager or the chair of the committee (or other officer if the grievance relates to the chair) who should seek to resolve the matter on the staff members behalf. If the matter cannot be resolved informally the grievance should be dealt with following a three step process.

Step One

The staff member must put their grievance in writing to their employer, clearly outlining the reasons for the grievance. The employer should give the staff member full details of their rights under the Grievance procedures, including relevant timescales. Prior to the meeting both parties must be given time to consider the complaint.

Step Two

A face to face meeting between the staff member and a panel made up of senior members of staff must be called. The staff member has the right to be accompanied by someone usually a colleague or trade union representative, who may speak on his or her behalf. The staff member and their representative should state their case, calling witnesses if necessary. The panel should consider their decision in private. At the end of this meeting the employer must inform the staff member of their decision and that they have the right to appeal.

Step Three

If required an appeal meeting. The staff member must request an appeal meeting within five working days of the grievance hearing. The staff member or their representative will be given the opportunity to state their case and witnesses for both sides may be called and questioned. Again the panel should consider the case in private and give the staff member their decision, which is final.

**WHISTLE BLOWING**

Link to 3.4, 3.6, 3.7, 3.8 Links to 3.2 in the Statutory Framework

In order to maintain the highest standards in our setting employees are encouraged to raise serious concerns about possible malpractice, in good faith and be protected from possible reprisals or victimisation.

All of us at one time or another is concerned about things that happen at work. Usually these concerns are easily resolved. However, sometimes it can be difficult to know what to do.

You may be worried about raising such issues or may want to keep the concerns to yourself, perhaps feeling it is none of your business or that it is only a suspicion. You may feel that raising the matter would be disloyal to colleagues, managers or the organisation. You may feel that your job would be at risk if you raised your concern. You may decide to say something but find you have spoken to the wrong person or raised the issue in the wrong way and are not sure what to do next.

When you reasonably believe you have information which tends to show malpractice such as – (we have included some examples for each one)

* Breach of legal obligation – not following the policies and procedures required by the EYFS, not keeping to the ratios or leaving unqualified staff in charge.
* Criminal offence – taking obscene photographs of children and showing them to other people or stealing money or possessions from setting, staff or families.
* Breach of health and safety – leaving hot cups of coffee where children can reach them or not recording accidents in accident book.
* Environmental damage – spraying tables with antibacterial spray while children are sitting at table or allowing children to block toilets with toys or other objects.
* Miscarriage of justice – not following the correct disciplinary or capability procedures that punishes a person for something they did not do.
* Abuse of adult or child – physical, emotional, sexual or neglect.
* Whistle Blowing:whistleblowing@ofsted.gov.uk

**PROCEDURE FOR INVESTIGATING, RECORDING AND REPORTING ALLEGATIONS OF MALPRACTICE.**

Where a complaint of malpractice is received under the Whistle Blowing Policy the following procedure shall apply when investigating the allegations made:

**How to raise concerns:**

1. Speak to your line manager either verbally or in writing. If the timing is right, you could raise this at your supervision session.
2. If you feel unable to raise it with your line manager go to the most senior person in the organisation.
3. If you still have concerns or feel the matter is so serious you cannot discuss it with either of the above and the matter related to concerns about the behaviour displayed by another member of staff you should follow Allegations Management procedures.
4. If the matter is not related to possible abuse and you feel it is so serious you cannot discuss it with either of the above or you are unsure and want independent advice you should contact –

The independent charity Public Concern at Work on 0207 4046609. their advisers can give free confidential advice at any stage about how to raise a concern about malpractice at work. They will support and advise you on the law and how to proceed. They will do this confidentially.

1. Financial irregularity will not be investigated under the Whistle Blowing Policy.
2. The investigating person will –

Conduct the investigation

Comply with the Human Rights Act 1998

Where anonymity is requested, ensure every effort is made to guarantee such confidentiality.

Propose an action plan for improvement where this is necessary.

Report the outcome to the most senior person in the organisation

Update the complainant of the progress made.

A central register will be kept of all complaints received. This shall be reviewed annually to identify the number of complaints, the outcome of each investigation including action plans for improvement.

**What happens if a concern is raised?**

The concern will be looked into to assess what action should be taken initially. This might be an internal inquiry or a more formal investigation. It should be acknowledged within days telling you who is dealing with it, how you can contact that person and whether you will be needed for further information.

You should say if you have a personal interest in the matter.

You should receive a written confirmation of your concern, and what is likely to happen. You should be advised of the outcome of the investigation.

It is inappropriate to raise a concern outside your organisation before you have raised it internally, as this might weaken the protection given to you under the Public Interest Disclosures Act 1998.

Employment grievances are not covered under the Whistle Blowing Policies, these grievances should be raised under the organisations grievance policy given when you start work.

If you raise a concern in good faith, you will not be at risk of losing your job or suffer any form of retribution as a result. This does not extend to anyone who maliciously raises a matter they know to be untrue.

Harassment or victimisation of anyone raising a genuine concern will not be tolerated. It is acceptable to raise a concern in confidence and if you request your identity be protected; your details should not be disclosed without your permission. If a situation arises where your identity cannot be kept confidential (i.e. if your evidence was required in courts) you will be consulted about the procedure.

Our organisation will consider anonymous concerns, however if you do not reveal yourself, the person investigating will not be able to give you any feedback. It will also make the task of investigating the concern more difficult.

**If you are dissatisfied**

If you are unhappy with the response from the investigating individual you can always speak to the charity Public Concern at Work at any stage of the process.

**Childcare Disqualification Requirements**

The DfE has issued a supplement to Keeping Children Safe in Education which relates to EYFS settings. This aligns requirements across maintained and non-maintained settings. The revised Statutory Framework for the Early Years Foundation Stage, effective from September 2014 states:

**Disqualifications (all registered providers and employees in registered settings)**

3.14 A registered provider may be disqualified from registration. In the event of the disqualification of a registered provider, the provider must not continue as an early year’s provider – nor be directly concerned in the management of such provision. Where a person is disqualified, the provider must not employ that person in connection with early year’s provision. Where an employer becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children.

**3.15 A registered provider or a childcare worker may also be disqualified because they live in the same household as another person who is disqualified.**

3.16 A provider must notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. The disqualification of an employee could be an instance of a significant event. If a register person or childcare worker is disqualified they may, in some circumstances, be able to obtain a “waiver” from Ofsted.

3.17 The provider must give Ofsted within 14 days, information about themselves or about any person who lives in the same household as a person who has been disqualified.

We already ask staff to provide a DBS certificate. As we must also address disqualification by

association we need you to answer the following questions and sign the declaration at the bottom.

|  |  |
| --- | --- |
| Are you living with someone who has been barred from working with children (DBS)? | Yes/no |
| Are you living in the same household as someone who has been disqualified from working with children under the Childcare Act 2006? | Yes/no |
| Have your own children been taken into care? | Yes/no |
| Have/are your own children the subject of a Child Protection Order? | Yes/no |

If you have answered YES to any of these questions, please give further information here

…………………………………………………………………………………………………………

………..……………………………………………………………………………………………….

………………………………………………………………………………………………………...

I understand my responsibility to safeguard children and I am aware that I must notify my manager

of any changes to the above circumstances for someone who lives in the same household or my

suitability to work with children.

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Print name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Job title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PROCEDURES FOR NOTIFYING OFSTED**

Links to 3.8, 3.15, 3.16, 3.47, 3.49, 3.76, 3.77

**Policy**

In order to maintain the highest standards in our setting we maintain a close working relationship with Ofsted as the regulatory body which monitors the quality of our provision.

**Procedures**

We will ensure that we inform Ofsted within 14 days:

* Of any allegations of abuse made against any adult in the setting.
* Details of any order, determination (court’s decision), conviction or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006.
* Date of the order, determination (court’s decision) or conviction, or the date when the other ground for disqualification arose.
* The body or court which made the order, determination or conviction, and the sentence (if any) imposed, and
* A certified copy of the relevant order (in relation to an order or conviction).
* Any food poisoning incident involving two or more children looked after on the premises.
* Any serious accident, illness or injury to, or death of, any child while in our care, and the action taken. Local child protection agencies will also be notified.
* Any changes in the address of the premises.
* Any changes to the premises which may affect the space available to children and the quality of childcare available to them;
* Any changes in the name or address of the provider, or the provider’s other contact information;
* Any changes to the person who is managing the early years provision; this will include the new person’s name, any former names or aliases, date of birth, and home address.
* Any proposal to change the hours during which childcare is provided; or to provide overnight care.
* Any significant event which is likely to affect the suitability to look after children of the early year’s provider or any person who cares for or is in regular contact with, children on the premises.
* Where the early years provision is provided by a company any change in the name or registered number of the company.
* Where the early years provision is provided by a charity any change in the name or registered number of the charity.
* Where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body.

**DRUGS, ALCOHOL AND MEDICATION**

Links to 3.17

We strongly prohibit the use or possession of illegal drugs and alcohol on our premises at any time. If staff, students or volunteers are found to have broken the rules in respect of this policy, it will be treated as a very serious disciplinary matter.

All staff, students and volunteers will be made aware of this policy during their induction, including the importance of setting a positive example to the children.

**Drugs and Alcohol**

Staff, students and volunteers who are at Westfield Playgroup under the influence of drugs/alcohol or found in possession will be asked to leave the setting immediately and disciplinary procedures implemented.

If a member of staff has a good reason to suspect that a parent/carer is under the influence of illegal drugs/alcohol when they drop off or collect their child, to the extent that the safety of the child is threatened, they have a duty to inform both the Manager and Child Protection Officer. In such circumstances, the Manager/Child Protection Officer will then be responsible for deciding upon the appropriate course of action, ensuring that the safety and protection of the child remains paramount at all times.

**Medication**

In cases where staff, students and volunteers are taking prescribed drugs that may affect their ability to function effectively at work, the manager must be informed as early as possible and staff need to have a letter from their GP stating they are fit to work.

**NO SMOKING**

Links to 3.55

We comply with the health and safety regulations and the welfare requirements of the EYFS in making our setting a No-smoking environment – both indoors and outdoors.

**Procedures**

* All staff, parents and volunteers are made aware of our no-smoking policy.
* We display no-smoking signs.
* We actively encourage no smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
* Staff who smoke do not do so during working hours, unless on a break and off the premises.
* Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for the children and colleagues.

**SECURE STORAGE, HANDLING, USE, RETENTION AND DISPOSAL OF DISCLOSURES AND DISCLOSURE INFORMATION**

Links to 3.68, 3.69, 3.70

**General Principles**

As an organisation using the Disclosure and Barring service (DBS) to help us assess the suitability of application for positions of trust, Westfield Playgroup complies fully with the DBS code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosure information. It also complies fully with its obligations under the Information Commissioner’s Office and the Data Protection act 1998.

**Storage and access**

Disclosure information should be kept away securely, in lockable, non-potable, storage container, with access strictly controlled and limited to those who ae entitled to see it as part of their duties.

**Handling**

In accordance with Section 124 of the Police Act 1977, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

**Usage**

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant’s full consent has been given.

**Retention**

Once a recruitment (or other relevant) decision has been made, we do not keep the Disclosure information for any longer than is necessary. We keep a record of the date of issue, the name of the subject, the position for which the Disclosure was requested, the unique reference number then the DBS form is given back to the named applicant.

**TRANSPORTING INFORMATION/SECURE DATA IN TRANSIT**

Links to 3.68, 3.69

If you are taking sensitive or confidential information with you in non-electric (paper) records you must:

* Make sure that there is no other option available to you
* Never take the only copy with you if it is practical to make and retain a duplicate.
* You must assess the impact of loss of the original and make a copy if that impact is unacceptable.
* Take only as much as necessary and only for as long as necessary.
* Transfer it back to its normally secure location as soon as possible.

Take all reasonable precautions to keep the records safe and secure:

* Keep them with you whenever possible
* Use a suitable container that prevents accidental loss and/or viewing by others
* Never leave them in plain sight in public places.
* Report loss/theft immediately.
* Never leave in the car.
* When not in use keep in a locked filing cabinet if possible.

**‘Common Sense’ Precautions**

There are some ‘common sense’ precautions that you can take before taking sensitive or confidential data outside of their normally secure location, these are:

* Check that you are not taking more detail than is necessary i.e. will the information still meet the need if you remove the sensitive material or aggregate the data?
* Check that the data you are taking are correct and appropriate.
* Check that you are sending the data to the correct person/address.
* Check how you intend to keep it secure.

It is your responsibility to ensure that you use a method and degree of security appropriate to the sensitivity, quantity and potential impact of the data being handled.

**KEEPING PERSONAL INFORMATION SAFE**

Links to 3.2, 3.69

Westfield Playgroup ensures that personal information about the children is accessed only by people who have the right to see it.

* We use lockable filing cabinets for storing paper records and digital equipment holding personal information.
* We don’t let records be seen by other members of staff unless they have the right to see them.
* We change the computer password regularly, and don’t share it with others.
* Shred paper records using a cross-cut shredder before disposal.
* Erase the data on the hard drive permanently by using erasure software or by destroying the hard drive before reselling or recycling our computers/laptops

**Digital Cameras**

* We only take photographs of the children if we have the parents/careers written permission, there is a list of all children who are not allowed photos taken for reasons other than for their learning journeys and all members of staff are informed.
* We only use the playgroups cameras and the main mobile phone.
* We make sure the children are dressed appropriately.
* We make sure photographs are taken in appropriate rooms in the setting.
* We destroy all images of children we no longer need.
* We don’t save images with the child’s name in the filename.
* We don’t put images on our website unless we have parents’ permission.
* Due to restricted facilities Julie Guest and Rose Southgate are authorised to print photos, we only use reputable company’s eg Tesco
* Due to most mobile phones having cameras on now, parents are asked not to use their phones in the setting for the safety of all children.

**Memory Sticks and other portable devices**.

* We store memory sticks ect containing confidential information in a locked filing cabinet when not in use.
* When transporting confidential information we only take as much information as is necessary.
* We don’t share passwords with unauthorised people, or write them down in obvious places.
* We don’t leave confidential information on portable devices longer than necessary.
* We don’t leave any device unattended.
* We don’t allow unauthorised people to use the device.

**Mobile Phones.**

* We have two playgroup mobile phones one for in the hall and one for use in the garden which has no camera on.
* The mobile phones are stored in a safe place; we don’t keep any personal numbers on the phones.
* When a request for personal information is received we confirm the identity by calling back via a main switch board and only then do we release any personal information,
* We make sure confidential conversations are not overheard by others.
* We do not let unauthorised people use the playgroup phones.
* Personal mobiles are locked in the kitchen cupboard at all times and shouldn’t be used in the setting during operational times, unless in an emergency and you have checked with the manager beforehand.

S**ocial Networking**

* Staff will not download images containing photos of the children from the setting or any images which may identify the setting in any way.
* Staff will not publish details relating to the setting which are work related
* Staff will consider personal comments made on any social networking sites.
* Staff will not disclose their employer’s details.
* Staff will not discuss information about children in our setting or their families/work colleagues or any information about setting on any personal networking site.
* Staff will not be friends with parents on networking sites while there children are attending our setting.
* Any inappropriate disclosure affecting children’s/others welfare will be dealt with in accordance with the settings disciplinary policies and procedures.

**Under no circumstances will staff take cameras into the toilet/nappy changing area, any staff not abiding by this policy will be subject to disciplinary action.**

**SUPERHERO AND WEAPON PLAY**

Links to 1.6, 1.7, 1.9

**Policy Statement**

We recognise that each child is unique and will support them to be resilient, capable, confident and self-assured. Children learn to be strong and independent from secure and loving relationships, as well as having the opportunity to learn in a positive and stimulating environment.

At Westfield Playgroup we aim to provide support for all areas of learning. From time to time, children may show an interest in superhero and weapon play.

**Rationale**

Historically, this type of play has often been banned from early year’s settings, in the belief that it encourages aggression or violence. This ban, as well as being difficult to enforce, may well have a negative impact on young children’s development, particularly boys.

Recent research and current writing suggests that children learn important lessons by exploring these themes in the safe arena of play, e.g. concepts such as good and evil, life and death, strength and power, gender and identity. Children have the means through this sort of play to express themselves, their lives, and their individual experiences.

We have developed this policy in order to support practitioners and parents to respond appropriately to superhero and weapon play. If there are concerns about aggressive or threatening behaviour, we will refer to our Behaviour Management Policy.

**Aims and Objectives**

* No toy weapons will be allowed in the setting. Children will be asked to store these toys on their pegs.
* We will encourage children to be creative with their ideas. If they wish to make weapon, a selection of open-ended materials, i.e. construction/junk modelling, are available for this purpose.
* Children may wear ‘superhero’ costumes. We will provide a rich variety of dress-up materials and accessories, in order that children can develop their play further.
* Children will be supported to play co-operatively, and develop an awareness of the needs of others.
* Children, who do not wish to play, will be supported to say No, and find appropriate language, i.e. “if I’m not in your game, please don’t shoot me”.
* Clear limits will be set to keep play safe. If someone gets hurt, (emotionally or physically) we will help the children to resolve their differences, and find ways to make amends.
* In order to support children’s developing skills- communication, language, personal, social and emotional, we will involve them in creating ‘safe rules’for play. This will include brainstorming, discussion and practitioners joining the play occasionally.
* We welcome parents’ views, comments and observations. Please do not hesitate to discuss and queries or concerns with us.

**PAYMENT FOR FEES**

You will receive monthly invoices which are required to be settled by the end of each month, failure to do this may result in your child losing their place.

Fees should either be given to Rose or Julie who will ask you to sign to say they have received it, Cheques are payable to Westfield Playgroup.

If you are experiencing any difficulty paying please see Julie (Manager) as soon as possible to arrange a payment plan.

**Nursery Education Funding**

Children are currently able to access 5 free sessions at Westfield Playgroup you can chose from Mon-Thurs 9-12 am and Mon, Tue and Thurs 12-3, this is available from the term after their 3rd birthday (see Manager for dates), to access this funding you must complete a Parent declaration form and proof of your child’s identity, either their birth certificate or passport.

**Refunds**

We do not refund fees where a child is on holiday or ill, as we need to keep the place open for the child and this would place financial constraints on the Playgroup.

**Please be advised that should you wish to leave the playgroup or cut your child’s sessions down, we will require one month’s notice or payment of the same if you wish to leave with immediate effect.**

**Fee Review**

We review our fees in April & September and will inform Parents/Careers of any changes.

**THE PREVENT DUTY AND PROMOTING FUNDAMENTAL BRITISH VALUES**

On 1st July 2015 ‘The Prevent Duty Guidance’ came into force placing a duty on registered childcare providers and schools under section 26 of the Counter Terrorism and Security Act 2015 to have *“due regard to prevent people from being drawn into terrorism.”*

Our Setting takes its safeguarding responsibilities very seriously and in order to be both effective and lawful it must meet specific legal duties, including those arising from the Prevent Duty. To ensure that we adhere to and achieve Prevent Duty we will

* Share and promote Fundamental British Values with nursery staff, volunteers and where appropriate, parents, making sure that they are understood and applied by all playgroup staff. British Values are defined as

1. democracy
2. the rule of law
3. individual and mutual respect
4. tolerance of those with different faiths and beliefs

* Provide appropriate training for staff to enable them to identify children or families who may be at risk of radicalisation and know what procedure to follow when they are identified.
* Be aware of the online risk of radicalisation though the use of social media and the internet, making sure that all playgroup staff understand the risks so that they can respond in an appropriate and proportionate way.
* Demonstrate the values through the routine implementation of our policies and procedures already in place relating to equality, behaviour and safeguarding, with which the Prevent Duty is consistent.
* Ensure playgroup staff will be alert to changes in children’s behaviour (or family members where appropriate) which could indicate that they may be in need of protection. We will do this through our robust key person approach which, as we already know our key children well, means we will be in a position to notice any changes in their behaviour, personality or demeanour quickly.
* Ensure playgroup staff will be alert to any harmful behaviours by influential adults in the child’s life. Playgroup staff will assess the risk of children being drawn into terrorism and work with local partners such as the Police, the East Sussex Local Safeguarding Children’s Board, Department for Education dedicated helpline.
* Assist and advise families who raise concerns with us and signpost them to the right support mechanisms.
* Ensure that our Designated Safeguarding Officers undertake Prevent awareness training, so that they are able to offer advice and support to other members of staff.
* **SPOA (single point of advice) 01323 464222**
* **Emergency Duty Services – 01273335906 or 01273 335905**
* **Hastings Police – 01273 475432 or 101**
* **Department for Education helpline - 02073407264**
* **Emergency Duty Services – 01273335906 or 01273 335905**
* **Ofsted – 0300 1233155**
* **Non-emergency concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.**

Our setting will demonstrate the values through the implementation of the statutory framework of the Early Years Foundation Stage standards for learning, development and care for children, thereby assisting their personal, social and emotional development and understanding of the world and ensure that any resources used in our setting are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

**Democracy: making decisions together**

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development.

* All staff will encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and values talk about their feelings.
* Staff will support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

**Rule of law: understanding rules matter as cited in Personal, Social and Emotional development**

As part of the focus on managing feelings and behaviour

* Staff will ensure that children understand their own and others’ behaviour and its consequences, and learn to distinguish right from wrong.
* Staff will collaborate with children to create the rules in our setting.

**Individual liberty: freedom for all**

* As part of the focus on self-confidence and awareness and people and communities as cited in Personal Social and Emotional development and Understanding the World
* Children should develop a positive sense of themselves. Staff will provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.
* Staff will encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

**Mutual respect and tolerance: treat others as you want to be treated**

As part of the focus on people and communities, managing feelings and behaviour and making relationships as cited in Personal Social and Emotional Development and Understanding the World.

* All staff will create an ethos of inclusivity and tolerance where views, faiths, cultures and races are values and children are engaged with the wider community.
* Children should acquire a tolerance and appreciation of and respect for their own and other cultures, know about similarities and differences between themselves and others and among families, faiths, communities, cultures, traditions and share and discuss practices, celebrations and experiences.
* Staff will encourage and explain the importance of tolerant behaviours such as sharing and respecting other’s opinions.
* Staff will promote diverse attitudes and challenge stereotype

**DATA PROTECTION – GDPR POLICY**

**Policy Statement**

Westfield Playgroup aims to fulfil its obligations under the General Data Protection Regulation (GDPR) 2017 to the fullest extent. This policy sets out our commitment to protecting personal data and how that commitment is implemented in respect of the collecting, processing, using, storing and sharing of personal data.

We have appointed a Data Protection Co-ordinator who is responsible for ensuring our compliance with the GDPR.

Their contact details are:

* Julie Guest
* 07790744404
* [jm\_guest@hotmail.co.uk](mailto:jm_guest@hotmail.co.uk)

We are registered with the Information Commissioners Office (ICO)

All staff, volunteers and committee are aware of their responsibilities in collection, using and sharing data.

We have a privacy notice that sets out the lawful bases for processing the data, the legitimate interests for the processing, individual’s rights and the source of the personal data.

We have a policy in place to record any data breaches and a form for reporting breaches to the ICO and any investigations.

We have a policy in place for the retention of documents and archiving of them.

We have a data audit in place to record the different types of information and documentation that we hold, and shows how information is processed, stored and shared.

**Procedure**

This provision is aware that data protection legislation applies equally to children and staff. Article 5 of the GDPR sets out the principles that we work:

* Data must be processed fairly, lawfully and in a transparent manner.
* Data must only be obtained for specified and lawful purposes.
* Data must be adequate, relevant and not excessive (limited to what is necessary)
* Data must be accurate and up to date.
* Data must not be kept for longer than necessary.
* Data must be securely kept.

We use the GDPR rights for individuals.

* The right to be informed
* The right of access.
* The right to rectification.
* The right to erasure.
* The right to restrict processing.
* The right to data portability.
* The right to object.
* Rights in relation to automated decision-making and profiling.

The following procedures apply to information held about children.

1. A child’s education records will be disclosed to their parent/carer on request or at regular meetings.
2. When a child moves to another setting or school all educational records relating to the child will be sent to the new setting/school. To ensure security, this data will be hand delivered or sent by royal mail signed for delivery. If the new setting/school is not known, every effort will be made to contact the parents or carers by post, telephone or email.
3. Children’s records will be stored securely. Paper files are locked in a filing cabinet when not in use. Playgroups laptop is locked in a filing cabinet when not in use. All data is securely backed up on an encrypted memory stick. To ensure maximum protection appropriate software is regularly updated.
4. Information that is shared is done securely using a secure email system.

The following procedures apply to information held about staff.

1. Staff are to read through and update the personal information that is held yearly and inform Julie Guest at the earliest opportunity if they believe that anything is inaccurate or untrue, or if they are dissatisfied with the information in any way.
2. Staff are welcome to look through their information at any point in time.

The following procedures apply to any third parties that we are contracted with:

1. We have documents confirming their compliance with GDPR.
2. We have agreed safe sharing of information.
3. Confidentiality agreements are in place.