



# POLICIES and PROCEDURES

PRESCHOOL & OUT OF SCHOOL CLUBS

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## SAFEGUARDING CHILDREN POLICY

S4YC is committed to building a 'culture of safety' in which the children in our care are protected from abuse and harm.

Settings will respond promptly and appropriately to all incidents or concerns of abuse that may occur. The Companies child protection procedures comply with all relevant legislation and with guidance issued by the Local Safeguarding Children Board (LSCB).

**The Companies designated Senior Safeguarding Lead is David James, all aspects regarding safeguarding must be reported to David James, and in his absence Marc Sewell is the Deputy Senior Safeguarding Lead. The Senior Safeguarding Lead coordinates child protection issues and liaises with external agencies (eg Social Care, the LSCB and Ofsted).**

**Each setting will also have a nominated Safeguarding Lead, this will always be the Settings Designated Manager, all setting safeguarding issues MUST be reported directly to the Setting Safeguarding Lead in the first instance, following this all information MUST then be shared with the Senior Safeguarding lead within one hour.**

Settings will also share appropriate information with the school's Safeguarding Lead it operates within.

### Forms of child abuse and neglect

Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. An individual may abuse or neglect a child directly, or by failing to protect a child from harm. The following are some signs often associated with particular types of child abuse and neglect. These types of abuse are more often found in combination than alone.

- **Emotional abuse** is the persistent emotional maltreatment of a child so as to cause severe and persistent adverse effects on the child's emotional development. It may involve making the child feel that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Physical abuse** can involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be also caused when a parent or carer feigns the symptoms of or deliberately causes ill health to a child.
- **Sexual abuse** involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This can involve physical contact, including penetrative or non-penetrative acts, or non-contact activities such as showing children pornographic materials, sexual activities, or encouraging children to behave in sexually inappropriate ways.
- **Neglect** is the persistent failure to meet a child's basic physical and emotional needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a failure to:

### *Signs of child abuse and neglect*

Signs of possible abuse and neglect may include:

- Significant changes in a child's behaviour.
- Deterioration in a child's general well-being.
- Unexplained bruising or marks.
- Comments made by a child which give cause for concern.
- Inappropriate behaviour displayed by a member of staff, or any other person. For example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their role, or inappropriate sharing of images.

### **If abuse is suspected or disclosed**

Where a child makes a disclosure to a member of staff, that member of staff will:

- Reassure the child that they were not to blame and were right to talk to them.
- Listen to the child but not question them.
- Give reassurance that the staff member will take action.
- Record the incident as soon as possible (see below).

If a member of staff witnesses or suspects abuse, they will record the incident straightaway. If a third party expresses concern that a child is being abused, we will encourage them to contact Social Care directly. If they will not do so, we will explain that the setting is obliged to and the incident will be logged accordingly.

### **Extremism and radicalisation**

All childcare settings have a legal duty to protect children from the risk of radicalisation and being drawn into extremism. There are many reasons why a child might be vulnerable to radicalisation, including:

- Feeling alienated or alone.
- Seeking a sense of identity or individuality.
- Suffering from mental health issues such as depression.
- Desire for adventure or wanting to be part of a larger cause.
- Associating with others who hold extremist beliefs.

### ***Signs of radicalisation***

Signs that a child might be at risk of radicalisation include:

- Changes in behaviour, for example becoming withdrawn or aggressive.
- Claiming that terrorist attacks and violence are justified.
- Viewing violent extremist material online.
- Possessing or sharing violent extremist material.

If a member of staff suspects that a child is at risk of becoming radicalised, they will record any relevant information or observations on a **Logging a concern** form, and refer the matter to the Safeguarding Lead.

### **Logging an incident**

All information about the suspected abuse or disclosure will be recorded as soon as possible after the event. The record should include:

- Date of the disclosure or of the incident causing concern.
- Date and time at which the record was made.
- Name and date of birth of the child involved.
- A factual report of what happened. If recording a disclosure, it is essential to use the child's own words.
- Name, signature and job title of the person making the record.

The record will be given to the Setting Lead who will decide on the appropriate course of action.

For concerns about **child abuse**, the Senior Safeguarding Lead will contact Social Care. The Senior Safeguarding Lead will follow up all referrals to Social Care in writing within 48 hours. If a member of staff thinks that the incident has not been dealt with properly, they may contact Social Care directly.

For minor concerns regarding **radicalisation**, the Senior Safeguarding Lead will contact the Local Safeguarding Children Board (LSCB). For more serious concerns the Senior Safeguarding Lead will contact the Police on the non-emergency number (101), or the anti-terrorist hotline on 0800 789 321. For urgent concerns the Senior Safeguarding Lead will contact the Police using 999.

### **Allegations against staff**

If anyone makes an allegation of child abuse against a member of staff:

- The allegation will be recorded in the Incident Book. Any witnesses to the incident should sign and date the entry to confirm it.
- The allegation must be reported to the Local Authority Designated Officer (LADO) and to Ofsted. The LADO will advise if other agencies (eg police) should be informed, and the setting will act upon the advice.
- Following advice from the LADO, it may be necessary to suspend the member of staff pending full investigation of the allegation.
- If appropriate the setting will make a referral to the Disclosure and Barring Service.

### **Promoting awareness among staff**

The setting will promote awareness of child abuse issues throughout its staff training. The Setting will ensure that:

- The designated Senior Safeguarding Lead has relevant experience and receives appropriate training in safeguarding and the Prevent Duty, and is aware of the Channel Programme and how to access it.
- Safe recruitment practices are followed for all new staff.
- All staff have a copy of this Safeguarding Children policy, understand its contents and are vigilant to signs of abuse, neglect or radicalisation.
- All staff are aware of their statutory duties with regard to the disclosure or discovery of child abuse, and concerns about radicalisation.
- All staff receive basic safeguarding training.
- All staff receive basic training in the Prevent Duty.
- Staff are familiar with the Safeguarding File which is kept within the setting.
- The Settings procedures are in line with the guidance in 'Working Together to Safeguard Children (2015)' and staff are familiar with the guidance in 'What To Do If You're Worried A Child Is Being Abused (2015)'.

### **Use of mobile phones and cameras**

Photographs will only be taken of children with their parents' permission. Only the Setting camera will be used to take photographs of children at the Setting, except with the express permission of the manager. Neither staff nor children may use their mobile phones to take photographs at the Setting.

### **Contact numbers**

David James 077347 05559 / Marc Sewell 07814 389469 (info@s4yc.co.uk)

Social Care: Cheshire 01244 973400 / Wirral 0151 606 2008

Out of hours contact: Cheshire 01606 76611 / Wirral 0151 677 6557

LADO (Local Authority Designated Officer): Cheshire 0151 33 74570 / Wirral 0151 666 4582

[safeguardinglado@cheshirewestandchester.gcsx.gov.uk](mailto:safeguardinglado@cheshirewestandchester.gcsx.gov.uk)

Ofsted: **0300 1231231**

NSPCC: 0808 800 500

Police: 999 (Emergency) or 101 (Non Emergency)

Anti-terrorist hotline: 0800 789 321

### STORAGE OF RECORDS POLICIES

S4YC best practice when considering the storage of records:

- Information about concerns, allegations, and referrals should not be kept in one 'concern log' rather information or items relating to individuals need to be kept in separate files.
- Files containing sensitive or confidential data should be locked away and access to the keys strictly controlled.
- Access to those records needs to be limited to people in named roles who either need to know about the information in those records and/or who manage the records/files.
- If records are **stored electronically** then password-protect those records, which only limited staff should have access to.

## MISSION STATEMENT

S4YC aims to provide high quality childcare at a reasonable cost within a relaxed but stimulating environment of friendship and creativity. The individuality of each child in our care will be respected and nurtured.

### Aims and objectives

S4YC aims to:

- Offer an inclusive service, accessible to all children in the community
- Ensure each child feels happy, safe and secure, allowing them to learn and develop freely in a play centred environment
- Encourage children to take responsibility for themselves and their actions
- Encourage children to develop positive attitudes and respect for themselves and others, in an environment free from bullying and discrimination
- Provide a wide range of resources and equipment which can be used under safe and supervised conditions
- Offer a programme of activities which meets the needs of each child, promoting their physical, intellectual, emotional and social development, enabling them to become confident, independent and co-operative individuals
- Work in partnership with parents to provide high quality play and care
- Review and evaluate our services to ensure that we continue to meet the needs of children in our care and those of their parents or carers
- Keep parents and carers informed about changes in the administration of the settings and to listen and respond to their views and concerns
- Communicate effectively with parents and carers, and to discuss experiences, progress and any difficulties that may arise
- Employ experienced, well trained staff and offer them appropriate support
- Comply with the Children's Act 1989, the Childcare Act 2006, and all other relevant legislation
- Work in partnership with Cheshire West & Chester City County Council and Wirral Borough Council



## ANTI-BULLYING POLICY

S4YC will provide a supportive, caring and safe environment without fear of being bullied. Bullying of any form is not tolerated in our settings, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the setting's attitude towards bullying. Such behaviour is unacceptable in any form.

Any child who is a victim of a bully will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the supervisor. A clear account of the incident will be recorded. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

S4YC defines bullying as the repeated harassment of others through emotional, physical, psychological or verbal abuse.

- **Physical:** Pushing, scratching, spitting, kicking, hitting, biting, taking or damaging belongings, tripping up, punching or using any sort of violence against another person.
- **Psychological:** Behaviour likely to create a sense of fear or anxiety in another person.
- **Emotional:** Being deliberately unkind, shunning or excluding another person from a group or tormenting them. For example, making another person feel 'left out' of a game or activity, passing notes about others or making fun of another person.
- **Verbal:** Name-calling, put-downs, ridiculing or using words to attack, threaten or insult. For example, spreading rumours or making fun of another person's appearance.

### Preventing bullying behaviour

Staff at S4YC will promote an anti-bullying ethos and environment in the following ways:

- Encouraging caring and nurturing behaviour
- Playing and working for a caring and co-operative ethos
- Discussing friendships and encouraging paired, group and team play
- Encouraging children to report bullying without fear
- Staff will discuss the issues surrounding bullying including why bullying behaviour will not be tolerated
- Staff will discuss the consequences of bullying behaviour

### Responding to bullying behaviour

S4YC acknowledges that despite all efforts to prevent it, bullying behaviour is likely to occur on occasion. Should such incidents occur, the setting will respond in accordance with the following principles:

- We will address all incidents of bullying thoroughly and sensitively.
- Victims of bullying will be offered the immediate opportunity to discuss the matter with a member of staff who will reassure the child and offer support.
- They will be reassured that what they say will be taken seriously and handled sympathetically.
- Staff will support the individual who has been bullied, keeping them under close supervision, and checking their welfare regularly.
- If another child witnesses bullying and reports this, staff will reassure them that they have done the right thing. Staff will then investigate the matter.
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- If a member of staff witnesses an act of bullying, involving children or adults at the club, they will inform the manager.
- Children who have bullied will be helped by discussing what has happened, establishing why the child became involved. Staff will help the child to understand why this form of behaviour is unacceptable will encourage him/her to change their behaviour
- If bullying behaviour persists, more serious actions may have to be taken, as laid out in the **Suspensions and Exclusions** policy.
- If appropriate, staff will facilitate a meeting between the relevant parents or carers.
- All incidents of bullying will be reported to the manager and will be recorded on an **Incident Log**. The manager and other relevant staff will review the setting's procedures in respect of bullying, to ensure that practices are relevant and effective.

## EQUAL OPPORTUNITIES

At S4YC we will ensure that we provide a safe and caring environment, free from discrimination, for everyone in our community including children with additional needs.

To achieve the setting's objective of creating an environment free from discrimination and welcoming to all, we will:

- Respect the different racial origins, religions, cultures and languages in a multi-ethnic society so that each child is valued as an individual without racial or gender stereotyping
- Not discriminate against children on the grounds of disability, sexual orientation, class, family status and HIV/Aids status
- Help all children to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities
- Challenge racist and discriminatory remarks, attitudes and behaviour from the children at the setting and from any adults on setting's premises (eg parents/carers collecting children).
- Strive to ensure that children feel good about themselves and others, by celebrating the differences which make us all unique individuals.
- Ensure that its services are available to all parents/carers and children in the local community
- Ensure that the setting's recruitment policies and procedures are open, fair and non-discriminatory
- Work to fulfil all the legal requirements of the Sex Discrimination Act 1975, the Disability Discrimination Act 1995, the Human Rights Act 1998 and the Race Relations (Amendment) Act 2000.

The Companies Equal Opportunities Named Coordinator (ENCO) is Marc Sewell. The ENCO is responsible for ensuring that:

- Staff receive relevant and appropriate training
- The Equal Opportunities policy is consistent with current legislation and guidance
- Appropriate action is taken wherever discriminatory behaviour, language or attitudes occur.

### **Children with additional needs**

We recognise that some children have additional needs or physical disabilities that require particular support and assistance. We will take appropriate action to ensure that all children can access our services and are made to feel welcome.

The companies Special Education Needs Coordinator (SENCO) Lead is David James, however each Preschool site with have a designated (SENCO). The SENCO will manage the provision for children with special educational needs or physical disabilities. The SENCO will be fully trained and experienced in the care and assessment of such children. All members of staff will assist the SENCO in caring for children with additional needs or physical disabilities.

## BEHAVIOUR MANAGEMENT POLICY

S4YC the importance of using effective behaviour management strategies in promoting children's welfare and enjoyment. Working in partnership with parents, we aim to manage behaviour using clear, consistent and positive strategies. The setting rules are clearly displayed at every session, and are discussed regularly.

The setting's designated member of staff responsible for behaviour management is the setting Manager.

Whilst at S4YC we expect children to:

- Use socially acceptable behaviour
- Comply with the setting rules, which are compiled by the children attending the setting
- Respect one another, accepting differences of race, gender, ability, age and religion
- Develop their independence by maintaining self-discipline
- Choose and participate in a variety of activities
- Ask for help if needed
- Enjoy their time at the setting

### Encouraging positive behaviour

Positive behaviour is encouraged by:

- Staff acting as positive role models
- Praising appropriate behaviour
- Sticker rewards
- Informing parents about individual achievements
- Certificates for exceptional accomplishments
- Offering a variety of play opportunities to meet the needs of the children attending the setting

It is inevitable that as children develop and learn, there are times when they need support and guidance to understand that their behaviour is not acceptable. Staff at the setting will try to determine the cause or triggers of the inappropriate behaviour to prevent the situation from recurring.

### Dealing with inappropriate behaviour

- Challenging behaviour will be addressed in a calm, firm and positive manner.
- In the first instance, the child will be temporarily removed from the activity session.
- Staff will discuss why the behaviour displayed is deemed inappropriate.
- Staff will give the child an opportunity to explain their behaviour, to help prevent a recurrence.
- Staff will encourage and facilitate mediation between children to try to resolve conflicts through discussion and negotiation.
- If the inappropriate behaviour appears to be as a result of boredom, staff will consult with the child to find activities that more fully engage them.
- Try to mirror the Schools Positive Behaviour policy for consistency within Setting
- Staff will consult with parents to formulate clear strategies for dealing with persistent inappropriate behaviour.

If after consultation with parents and the implementation of behaviour management strategies, a child continues to display inappropriate behaviour, the setting may decide to exclude the child

in accordance with the **Suspensions and Exclusions** policy. The reasons and processes involved will be clearly explained to the child

**Physical intervention**

Physical intervention will only be used as a last resort, when staff believe that action is necessary to prevent injury to the child or others, or to prevent significant damage to equipment or property. If a member of staff has to physically restrain a child, the manager will be notified and an incident log will be completed. The incident will be discussed with the parent or carer as soon as possible.

If staff are not confident about their ability to contain a situation, they should call the manager or, in extreme cases, the police.

All serious incidents will be recorded on an Incident log and kept in the child's file. This may be used to build a pattern of behaviour, which may indicate an unknown underlying cause. Where causes of incidents indicate possible abuse, child protection procedures will be implemented.

**Equipment / Resources**

The club manager will charge any parents if they consider their child has deliberately damaged or broken any equipment or resources that belong to S4YC Ltd, the school or any other child.

## WHISTLEBLOWING POLICY

### Definition

Whistleblowing is raising a concern about malpractice within an S4YC.

### Introduction

This setting is an organisation committed to delivering a high quality pre-school and out of school hours service, promoting organisational accountability and maintaining public confidence. Employees are often the first to realise that something seriously wrong may be happening within the setting.

However, they may not express their concerns either because they feel that speaking up would be disloyal to their colleagues or to the setting or because they fear harassment or victimisation. In these circumstances it may be easier to ignore the concern than to report what may be a suspicion of malpractice.

This policy provides individuals in the workplace with protection from victimisation or punishment where they raise a genuine concern about misconduct or malpractice in the organisation. The setting is committed to the highest possible standards of openness and accountability. It encourages employees and others with serious concerns to come forward and voice those concerns about any aspect of the setting's work. It recognises that certain cases will have to proceed on a confidential basis. This policy makes it clear that staff can do so without fear of reprisals and is intended to encourage staff to raise serious concerns within the setting rather than overlooking a problem or publicly disclosing the matter.

The policy is underpinned by the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability in the public interest.

Concerns raised under this Whistleblowing Policy should be about something that is or may be:

- A criminal offence
- Failure to comply with any legal obligation
- Conduct around safeguarding/child protection concerns
- A miscarriage of justice
- Danger to health and safety of an individual and/or environment
- Deliberate concealment of information about any of the above.

It is not intended that this policy be a substitute for, or an alternative to our settings formal Complaints Procedure, but is designed to nurture a culture of openness and transparency within the organisation, which makes it safe and acceptable for employees and volunteers to raise, in good faith, a concern they may have about misconduct or malpractice.

### Confidentiality

All concerns will be treated in confidence and the setting will do its best to protect your identity if you do not want your name to be disclosed. If investigation of a concern discloses a situation which is sufficiently serious to warrant disciplinary action or police involvement then your evidence may be important. Your name will not however be released as a possible witness until the reasons for its disclosure at this stage have been fully discussed with you.

**Any issues or concerns please contact David James on 07734705559  
Or Marc Sewell on 07814389469.**

### **Anonymous Allegations**

This policy encourages you to put your name to your allegation. Concerns expressed anonymously are much less powerful but they will be considered at the discretion of the committee against the following criteria.

- the seriousness of the issues raised;
- the likelihood of confirming the allegation from attributable sources;
- the setting's best interests;
- The protection of the setting's assets.

You should also bear in mind that if you do choose to raise a concern anonymously it would be more difficult for the matter to be investigated and for you to be provided with feedback.

### **How to raise a concern**

An employee, volunteer or family member who, acting in good faith, wishes to raise such a concern should normally report the matter to the manager who will advise the employee or volunteer of the action that will be taken in response to the concerns expressed. Concerns should be investigated and resolved as quickly as possible. The manager will consult with the committee chair as to the next most appropriate course of action and legal advice, through LAWCALL, may be sought.

Concerns can be raised orally but it is good practice for the concern to be recorded in writing immediately to ensure that all the details are correctly understood. A written allegation should set out the background and history of the concern (giving names, dates and places where possible) and the reason why you are particularly concerned about the situation. It is preferable for you to record this in writing yourself.

However, where the person to whom you voice your concerns writes these down, a copy will be sent to your home address, within 48 hours, to give you an opportunity to agree this as a correct record. The earlier you express the concern, the easier it is to take action.

If an employee or volunteer feels the matter cannot be discussed with the manager, Marc Sewell, he or she should contact the Managing Director, David James on 077347 05559, or OFSTED on 0300 123 1231 for advice on what steps to follow.

### **Response of the setting**

Where urgent action is required in response to a concern this may well be taken before a full investigation is conducted.

Some concerns may be resolved by action agreed with you, without the need for investigation. Or it may be that an investigation can be completed without the person or persons under investigation being aware of the process. This will not apply in the event of safeguarding issues or concerns.

In any event within ten working days of a concern being received, the manager will write to you at your home address:

- confirming that the concern has been received
- indicating how it proposes to deal with the matter
- giving an estimate of how long it will take to provide a final response
- telling you whether any initial enquiries have been made
- telling you whether further investigations will take place, and if not, why not,
- Committee will be informed.

A disclosure in good faith will be protected. Confidentiality will be maintained wherever possible and the employee, volunteer or family member will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the organisation.

## STAFF DISCIPLINARY PROCEDURE

S4YC aims have a team of well-motivated, highly skilled and professional staff. However, should the behaviour or performance of a member of staff fall below the high standards that we expect, the process outlined in this procedure will be followed. The objective is to help the staff member to rectify their behaviour, not to be punitive.

Staff will not be dismissed for a first breach of discipline except in the case of gross misconduct.

At all stages of the procedure, the right to appeal will be confirmed as part of the warning or dismissal letter. The member of staff will be given the opportunity to ask questions and answer allegations, and has the right to be accompanied by a colleague or union representative.

### Minor offences

The manager will try to resolve the matter by informal discussions with the member of staff. Only if this does not solve the problem will the formal disciplinary procedure be followed.

#### Stage 1: Formal verbal warning

The member of Senior Management will give the member of staff a formal verbal warning which must include;

- the reason for the warning
- that this is the first stage of the disciplinary procedure
- An explanation of their right to appeal.

A note of the warning will be kept on their personnel file, but it will be disregarded after 6 months if the member of staff's performance or conduct is satisfactory.

#### Stage 2: First written warning

If the offence is a serious one, or if there is no improvement, the Senior Management will give the member of staff a Written Warning which must:

- give details of the complaint
- warn that a final written warning will follow if there is no improvement in their conduct or behaviour, or if there is a further breach of company rules
- Explain their right to appeal.

A copy of the Written Warning will be kept on their personnel file but will be disregarded after 12 months if the member of staff's performance or conduct is satisfactory.

#### Stage 3. Final written warning

If there is still no improvement in the staff member's performance, the Senior Management will give them a Final Written Warning which:

- gives details of the complaint
- warns that dismissal will result if there is no satisfactory improvement
- Explains their right to appeal.

A copy of the Final Written Warning will be kept on file, but will be disregarded after 24 months if the performance or conduct of the member of staff remains satisfactory



#### **Stage 4: Dismissal**

If, during the period of the Final Written Warning, there is a further breach of company rules, or if the member of staff's performance has still not improved, dismissal will normally result. The Senior Management will give the member of staff written reasons for the dismissal, the date on which their employment ends and information about their right to appeal.

#### **Gross misconduct**

Staff will be dismissed without notice if they are found to have committed an act of gross misconduct. Examples of gross misconduct include:

- Child abuse
- Failing to comply with health and safety requirements
- Physical violence
- Ignoring a direct instruction given by the manager
- Persistent bullying, sexual or racial harassment
- Being unfit for work through alcohol or illegal drug use
- Theft, fraud or falsification of documents
- Being an unfit person under the terms of the Statutory Framework for the Early Years Foundation Stage (Childcare Act 2006) or the Children's Act 1989.

The Senior Management will investigate the alleged incident thoroughly before any decision to dismiss is made.

#### **Appeals**

A member of staff wishing to appeal against a disciplinary decision must do so in writing and within 5 working days of being informed of the decision. A meeting to hear the appeal will be set up no more than 10 working days later. If possible, the registered person, or a senior member of staff who was not involved in the original disciplinary action, will hear the appeal and impartially adjudicate the case.

Staff should refer to their staff handbook for further details.

## STAFF INDUCTION

When a new staff member joins the S4YC they will receive a job description and a copy of the setting policies and procedures. During the first few weeks of their employment, the manager will discuss the practical implications of the setting policies and procedures with them. The new staff member will sign the **Policy Confirmation Slip** to confirm that they have read and understood the setting policies.

As part of the induction process the manager will also:

- Introduce the new member of staff to their colleagues, children and parents or carers
- Show the new member of staff around the premises, pointing out all fire exits, location of first aid kit and fire safety equipment, location of setting records and documentation, storage, toilets etc
- Show the new member of staff any outside play areas, fire assembly points, collection points at the school, route from the school to the setting etc, and highlight any known hazards
- Explain all aspects of the day-to-day management and running of the setting
- Inform the new member of staff about the setting's obligation to comply with the Statutory Framework for the Early Years Foundation Stage (EYFS)
- Explain the processes for appraisals, training and development, booking holidays, sickness absence, staffing rota, etc.
- **All Staff are offered a full induction and given a Personal File with all the relevant information required by S4YC**

### Development and training

It is the hard work and commitment of the staff at S4YC that enables us to continue to provide high quality care for the children at our setting's. To ensure that staff development needs are being met and that staff training and qualifications are meeting the requirements of the setting and the Statutory Framework for the Early Years Foundation Stage, we provide all our staff with: .

- We have a Training Website that we use as a Company and can be accessed through Edu Care Education where Staff can any relevant or required Training on line
- A system of regular appraisals and reviews
- An up to date record of staff qualifications and training.

### Staff appraisals and reviews

The manager will hold appraisal meetings with each member of staff as agreed by both Manager and employee. The appraisal will be used to reflect on progress and challenges over the previous year and to identify current knowledge and skills, areas for future development and potential training needs.

The manager will hold quarterly reviews with each member of staff to monitor their professional development and their progress with regards to the targets set, and issues raised, during their annual appraisals.

The appraisal and quarterly reviews will be used to build up a Personal Development Plan, which will ensure that staff needs are identified and acted upon as they arise.

The manager and staff member are jointly responsible for ensuring that the plan is kept up to date and that all decisions are followed through.

### **Training**

- The manager will identify and promote suitable training courses for staff so that they can expand their professional development and keep their knowledge of childcare and play work issues up to date.
- Staff are expected to attend training courses as and when requested by their manager. To help the process of Training needs we now have our own Training Website through Edu care Education.
- Staff are able to access this through the company as when

### **Staff meetings**

- **Staff meetings are held on a weekly basis between either the line Manager/Area Manager.**

## COMPLAINTS

At S4YC we aim to work in partnership with parents to deliver a high quality childcare service for everyone. If for any reason we fall short of this goal, we would like to be informed in order to amend our practices for the future. Our complaints policy will be displayed on the premises at all times. Records of all complaints will be retained for a period of 10 years. A summary of complaints is available for parents on request.

The manager will generally be responsible for dealing with complaints. If the complaint is about the manager, the registered person or other senior member of staff will investigate the matter. Any complaints received about staff members will be recorded on an incident log and a complaints log will be completed. Any complaints made will be dealt with in the following manner:

### Stage one

Complaints about aspects of setting's activity:

- The manager will discuss the matter informally with the parent or carer concerned and aim to reach a satisfactory resolution

Complaints about an individual staff member:

- If appropriate the parent will be encouraged to discuss the matter with staff concerned
- If the parent feels that this is not appropriate, the matter will be discussed with the manager, who will then discuss the complaint with the individual concerned and try to reach a satisfactory resolution

### Stage two

If it is impossible to reach a satisfactory resolution to the complaint through informal discussion, the parent or carer should put their complaint in writing to the manager. The manager will:

- Acknowledge receipt of the letter within 7 days and investigate the matter within 28 days
- Send a full response in writing, to all relevant parties, including details of any recommended changes to be made to the club's practices or policies as a result of the complaint
- Meet relevant parties to discuss the setting's response to the complaint, either together or on an individual basis.

If child protection issues are raised, the manager will refer the situation to the settings safeguarding lead, who will then contact Social Care and follow the procedures of the Safeguarding Children Policy. If a criminal act may have been committed, the manager will contact the police.

### Making a complaint to Ofsted

Any parent or carer can submit a complaint to Ofsted about S4YC at any time. Ofsted will consider and investigate all complaints.

Ofsted's address is: Ofsted, Piccadilly Gate, Store Street, MANCHESTER M1 2WD

Telephone: **0300 1231231**

### MISSING CHILD PROCEDURE

At S4YC our staff are always alert to the possibility that children can go missing during sessions. To minimise the risk of this happening staff will carry out periodic head counts, particularly when transporting children between locations (eg walking from the school to the setting).

If a child cannot be located, the following steps will be taken:

- All staff will be informed that the child is missing.
- Staff will conduct a thorough search of the premises and surrounding area.
- After 15 minutes the police will be informed. The manager will then contact the child's parents or carers.
- Staff will continue to search for child whilst waiting for the police and parents to arrive.
- We will maintain as normal a routine as possible for the rest of the children at the setting.
- The manager will liaise with the police and the child's parent or carer.

The incident will be recorded in the **Incident Log**. A review will be conducted regarding this and any other related incidents along with relevant policies and procedures. We will identify and implement any changes as necessary.

If the police or Social Care were involved in the incident, we will also inform Ofsted.

#### Useful numbers

Social Care: 01244 873400

Ofsted: **0300 123 1231**

## UNCOLLECTED CHILDREN POLICY

S4YC will ensure that all children are collected by a parent or carer at the end of each session. If a child is not collected at the end of a session, and the parent or carer has not notified us that they will be delayed, we will implement the following procedures:

### Up to 15 minutes late

- When the parent or carer arrives they will be reminded that they must call the setting to notify us if they are delayed.
- The parent or carer will be informed that penalty fees will have to be charged (unless the delay was genuinely unavoidable at the discretion of the Company Directors).

### Over 15 minutes late

- If a parent or carer is more than 15 minutes late in collecting their child, the manager will try to contact them using the contact details on file.
- If there is no response from the parent or carer, messages will be left requesting that they contact the setting immediately. The manager will then try to contact the emergency contacts listed on the child's registration form.
- While waiting to be collected, the child will be supervised by at least two members of staff.
- When the parent or carer arrives they will be reminded that they must call the setting to notify us if they are delayed, and that penalty fees will have to be charged (except in exceptional circumstances).

### Over 45 minutes late

- If the manager has been unable to contact the child's parents or carers after 45 minutes, the manager will contact the local Social Care team for advice.
- The child will remain in the care of two of the setting members of staff, on the setting premises if possible, until collected by the parent or carer, or until placed in the care of the Social Care team.
- If it is not possible for the child to remain at the setting premises, a note will be left on the door of the setting informing the child's parent or carer where the child has been taken (eg into the care of a safeguarding agency) and leaving a contact number. A further message will be left on the parent or carer's telephone explaining events.

### Managing persistent lateness

The manager will record incidents of late collection and will discuss them with the child's parents or carers. Parents and carers will be reminded that if they persistently collect their child late they may lose their place at the setting.

### Late Pick Up Fee:

£10 per 15 minutes per child plus caretaker fee.

## CONFIDENTIALITY POLICY

At S4YC we respect the privacy of the children attending the club and their parents or carers, whilst delivering high quality play care. Our aim is to ensure that all those using and working at S4YC can do so with confidence.

We will respect confidentiality in the following ways:

- Parents can ask to see the records relating to their child, but will not have access to information about any other children
- Staff only discuss individual children for purposes of planning and group management
- Staff are made aware of the importance of confidentiality during their induction process
- Information given by parents will not be passed on to other adults without permission
- Concerns or evidence relating to a child's safety, will be kept in a confidential file and will not be shared within the setting, except with the designated safeguarding lead and the manager
- Issues relating to the employment of staff, whether paid or voluntary, will remain confidential to those making personnel decisions
- Confidential records are stored securely in a lockable file
- Students on work placements are advised of our confidentiality policy and are required to respect it

### **Sharing information with outside agencies**

We will only share information with outside agencies on a need-to-know basis and with consent from parents, except in cases relating to safeguarding children or criminal activity. If we decide to share information without parental consent, we record this in the child's file, clearly stating our reasons.

We will only share relevant information that is accurate and up to date. Our primary commitment is to the safety and well-being of the children in our care.

### **Data Protection Act**

We comply with the requirements of the Data Protection Act 1998, regarding obtaining, storing and using personal data.

## **RISK ASSESSMENT POLICY**

**S4YC** uses its risk assessment systems to ensure that the setting is a safe and secure place for children and staff. All staff are expected to undertake risk assessments as part of their routine tasks.

Under the Management of Health and Safety at Work Regulations 1999, the setting must carry out regular risk assessments and take any actions arising from these. It is the responsibility of the manager to ensure that risk assessments are completed, logged and monitored.

We will carry out risk assessments on a regular basis, whenever there is any change to equipment or resources, any change to the setting premises, or when the particular needs of a child necessitates this. If changes are required to the setting's policies or procedures as a result of the risk assessment, the manager will ensure that the relevant documents are updated and that all staff are informed.

### **Daily checks**

We will carry out a visual inspection of the equipment and the whole premises (indoors and out) daily, before any children arrive. During the course of the session, staff will remain alert to any potential risks to health and safety. If a member of staff discovers a hazard, they will firstly make sure that the any people likely to be affected are safe, and then notify the manager. The manager will record the event on an **Incident Record** sheet, and ensure that any actions needed to avoid the hazard have been taken.

### **Recording dangerous events**

The manager will record all accidents and dangerous events on the **Incident** or **Accident Record** sheets as soon as possible after the incident. The record will be kept on the child's file. The setting will monitor **Incident** and **Accident Records** to see whether any pattern to the occurrences can be identified.



## ARRIVALS AND DEPARTURES

S4YC recognises that the safe arrival and departure of the children in our care is paramount.

The Session Leader will ensure that an accurate record is kept of all children in the setting, and that any arrivals or departures are recorded in the register. The register will be kept in an accessible location on the premises at all times. This process will be supplemented by regular head counts during the session.

### Escorting children to the Setting

- The setting and school have a clear agreement concerning the transfer of responsibility for children's safety.
- The school and the setting keep an identical register of children who require escorting between locations which is updated daily.
- For Breakfast club all children are required to meet at the main school hall, infant children will then be delivered to class for the start of school.

After school all infant children will be picked up from their class, junior children will meet in the main school hall for registration.

- If a child is booked into the setting but is not at the collection point, staff will check to see if the child was present at school that day. If the whereabouts of the child is not known, staff will immediately inform the designated contact at the school and the child's parents or carers.
- Two members of staff will escort the children from school to the setting.

### Arrivals

Our staff will greet each child warmly on their arrival at the setting and will ensure the parent/carer records the child's attendance in the daily register straightaway, including the time of arrival and signature.

### Departures

- Staff will ensure that parents or carers sign children out before they leave, including the time of collection.
- Children can only be collected by an adult who has been authorised to collect them on their registration form.
- The child's parents or carers must inform the setting in advance if someone who is not listed on the registration form is to collect the child. The manager will contact the main parent or carer for confirmation if they have any concerns regarding departures.
- The parent or carer must notify the setting if they will be late collecting their child. If the Club is not informed, the **Uncollected Children** policy will be followed.
- Children over the age of 10 will only be allowed to leave the setting alone at the end of the session if the setting has discussed this fully with the child's parents and has received their written consent.
- Children below the age of 10 will not be allowed to leave the setting unaccompanied.

### **Absences**

- If a child is going to be absent from a session, parents should notify the setting in advance, the full charge of the session will still be applied to ALL preschool sessions. Out of School Club session charge will be applied if seven days notice is not given.
- If a child is absent without explanation, staff will contact the parents or carers and the school to check where the child should be. If there is no explanation for the absence the setting will activate the **Missing Child** procedure. The full charge of the session will still be applied.
- The setting will try to discover the causes of prolonged and unexplained absences. Regular absences could indicate that a child or family is having some difficulties and might need additional support.

### **Visitors**

- **If an unannounced Visitor arrives on Site and has not been Checked by Reception they will be asked to either wait in main reception/staff room until a Staff Member has clarified who this person is by their ID or making a phone to the Company involved**

## EARLY YEARS FOUNDATION STAGE

S4YC is committed to delivering the Early Years Foundations Stage which became a legal requirement in September 2008 for all early years' childcare providers. EYFS covers children from birth to the end of their reception year.

EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

**A Unique Child** We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, reward stickers, to encourage children to develop a positive attitude to learning.

**Positive Relationships** We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

**Enabling Environments** We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

**Learning and Development** We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.

The setting has a designated EYFS co-ordinator who is responsible for and Key Points:

- Determining the principal EYFS provider for each child
- Ensuring that staff receive relevant EYFS training
- Gaining parental consent for information sharing, where necessary
- Implementing a communication book, for the parents, the setting and the principal EYFS provider
- Planning with regard to the EYFS
- Agreeing information sharing policies with the principal EYFS provider
- Meeting regularly with the principal EYFS provider to agree next steps for development
- EYFS Children are identified at Registration and all Staff will be informed
- Contact is made daily when Children are collected from Class and any topics taking place in class can be discussed

The Manager is responsible for implementing the Key EYFS Stages (Personal, Social, Emotional and Physical Development, Communication and Language)

- S4YC Staff will agree to undertake any required Training/In house required regarding EYFS.
- S4YC Manager/Keyworker will meet with the Reception Teacher on a Termly Basis to discuss any next steps or areas of support the Child needs support in.
- The Keyworker will do their utmost to complete a learning Journal.

**The Club always follow play principles, allowing children to choose how they occupy their time, and never forcing them to participate.**

### HEALTHY EATING POLICY

S4YC will provide healthy, nutritious and tasty food and drinks. Food and drink will be safely prepared with regard to the dietary and religious requirements of the children in our care. We ask parents to notify us regarding any special dietary requirements or allergies when they register their child.

S4YC will promote healthy eating and will lead by example. Appropriate members of staff have undertaken food handling and hygiene training, including training in safe food preparing, cooking and storage.

- All children will have suitable snacks provided
- Children will be encouraged to develop good eating skills and table manners
- All children will be given plenty of time to eat
- Where appropriate, children will be involved in planning and preparing food and snacks
- Fresh drinking water will be available at all times
- Fresh fruit will be available at all sessions
- Withholding food will not be used as a form of punishment
- Staff will discuss with children the importance of a balanced diet where appropriate
- The setting will not regularly provide sweets for children
- We will avoid excessive amounts of fatty or sugary foods
- Children will not be forced to eat or drink something against their will

## **SMOKING, ALCOHOL AND DRUGS**

### **Smoking**

Smoking is not permitted anywhere on the premises of S4YC, including outside play areas. This rule applies to everyone including staff, people collecting children or any other visitors. If we discover that a child has cigarettes in their possession while at the setting, we will confiscate the cigarettes and notify their parent or carer at the end of the session.

### **Alcohol**

Anyone who arrives at the setting clearly under the influence of alcohol will be asked to leave immediately. If they are a member of staff, disciplinary procedures will follow.

If we discover that a child has alcohol in their possession while at the setting, we will confiscate it and notify their parent or carer at the end of the session. Staff are asked not to bring alcohol onto the setting's premises.

### **Drugs**

Anyone who arrives at the setting clearly under the influence of illegal drugs will be asked to leave immediately. If they are a member of staff, serious disciplinary procedures will follow.

If we discover that a child has illegal drugs in their possession while at the setting, we will inform their parent or carer.

If a member of staff is taking prescription drugs that may affect their ability to function effectively, they must inform the manager as soon as possible. The manager will then complete a risk assessment.

### **Safeguarding children**

All members of staff have a duty to inform the manager and the safeguarding lead if they believe that a parent or carer is a threat to the safety of a child due their being under the influence of alcohol or illegal drugs when they drop off or collect their child. The manager and safeguarding lead will decide upon the appropriate course of action.

If a parent or carer is clearly over the alcohol limit, or under the influence of illegal drugs, staff will do their utmost to prevent the child from travelling in a vehicle driven by them. If necessary the police should be called.

### EMERGENCY EVACUATION/CLOSURE PROCEDURE

S4YC will make every effort to keep the setting open, but in exceptional circumstances, we may need to close at short notice.

The following are possible reasons for emergency closure:

- Serious weather conditions
- Heating system failure
- Burst water pipes
- Fire or bomb scare/explosion
- Death of a member of staff or child
- Assault on a staff member or child
- Serious accident or illness

In the event of an emergency our primary concern will be to ensure that both children and staff are kept safe. If it is necessary to evacuate the setting, the following steps will be taken:

- If appropriate the manager will contact the emergency services.
- All children will be escorted from the building to the assembly point using the nearest safe exit.
- No attempt will be made to collect personal belongings, or to re-enter the building after evacuation.
- A nominated member of staff will check the premises and will collect the register (including emergency contact details) providing that this does not put anyone at risk.
- Before leaving the building the designated person will close all accessible doors and windows.
- The register will be taken and all children and staff accounted for.
- If any person is missing from the register, the emergency services will be informed immediately.
- The manager will contact parents to collect their children. If the register is not available, the manager will use the emergency contacts list (which is kept off site).
- All children will be supervised until they are safely collected.
- If after every attempt, parent or carers cannot be contacted, the setting will follow its **Uncollected Child** procedure.

If the registration is affected we will inform Ofsted of the closure.

### RECORDING GROUP CONCERNS POLICY

If your group or organisation has concerns about the welfare or safety of a child or young person or concerns about the **behaviour of an employee or volunteer** (e.g. if they hurt a child, breach the code of conduct or do something considered to be poor practice) it is vitally important to record all relevant details, regardless of whether or not the concerns are shared with either the police or children's social care. An accurate record should be kept of:

- Date and time of incident/disclosure
- Parties who were involved, including any witnesses to an event
- What was said or done and by whom
- Any action taken by the organisation to look into the matter
- Any further action taken
- Where relevant, the reasons why a decision was taken not to refer those concerns to a statutory agency
- Any interpretation/inference drawn from what was observed, said or alleged should be clearly recorded as such
- Name of person **reporting on the concern**, name and designation of the person to whom the concern was reported, date and time and their contact details.
- The record should be signed.

## ENVIRONMENTAL POLICY

S4YC is committed to the protection of the environment through reducing pollution, emissions and waste.

As part of the induction process, and through staff meetings and training, our staff will be informed about reducing the use of raw materials, supplies and energy.

We raise the children's awareness of environmental issues through discussions, projects and day-to-day activities within the setting. Children and staff follow the setting 'eco code':

- We re-use and recycle our waste material, and the recycling bins are easily accessible to staff and children.
- We switch off lights when not in use and fit the lights with energy saving bulbs where possible.
- We turn off electrical equipment at the power source when not in use.
- We turn off taps after use and do not waste water.
- We do not drop litter.
- We plan our outings to minimise vehicle use and use public transport whenever possible.



## PLAY POLICY

All children are entitled to play; it is intrinsic to their quality of life and an important part of how they learn and enjoy themselves. It is also a key component of a healthy lifestyle, enabling good physical, emotional, mental and social development. At its most successful it offers children and young people as much choice, control and freedom as possible.

At S4YC we recognise the importance of play to a child's development. As play workers we support and facilitate play, and do not seek to control or direct it. We will never force children to participate in play, but allow children to initiate and direct the experience for themselves.

### Facilitating play

We will support and facilitate play by:

- Providing an environment which is suitable for playing in
- Setting up the setting so that activities are ready before the children arrive
- Providing a range of equipment and resources
- Allowing children to request additional or alternative equipment as they choose
- Not expecting children to be occupied at all times
- Involving children in the planning of activities, to reflect their interests and ideas
- Intervening in play only when necessary: to reduce risks of accident or injury, or to encourage appropriate social skills
- Keeping a record of activities and resources and evaluating them to ensure that appropriate and varied play opportunities are offered
- Allowing children freedom of creative expression, particularly in artistic or creative play
- Planning activities to enable children to develop their natural curiosity and imagination
- Warning children in advance that play is to end
- Explaining the reasons for refusing to provide an activity or resources
- Providing equipment and resources which promote positive images of culture, ethnicity, religion, gender and disability
- Keeping an inventory of resources and equipment, which is updated regularly and reviewed to identify where any additional resources are required

### Playing outdoors

Outdoor play will be available each day, except in severe weather conditions. The area will be checked and risk assessed before the children arrive. All outdoor play will be appropriately supervised.

### Equipment

The setting offers equipment and resources that encourage and enhance the play experience, and involves children in the selection of additional resources. The setting has a wide selection of books, including reference and fiction, suitable for all age ranges.

## INTIMATE CARE

In intimate care situations, the child's safety, dignity and privacy are of paramount importance. Children requiring intimate care will be treated respectfully at all times.

'Intimate care' covers any task that involves the washing, touching or carrying out a procedure to intimate personal areas and is associated with bodily functions and personal hygiene, including, toileting, washing, dressing, and menstrual care.

S4YC ensure staff that provides intimate care will do so in a professional manner. Staff are aware of safeguarding issues and will have relevant training (eg: health and safety, child protection, manual handling) before providing intimate care. No child should suffer distress or pain as a result of receiving intimate care.

Staff will work in partnership with parents or carers to provide care appropriate to the needs of the individual child and together will produce a care plan. The care plan will set out:

- What care is required
- Number of staff needed to carry out the task (if more than one person is required, reasons will be documented)
- Additional equipment required
- Child's preferred means of communication (eg verbal, visual)
- Child's level of ability – what tasks they are able to carry out by themselves

### Best practice

When intimate care is given, the member of staff will explain fully each task that is carried out and the reasons for it. Staff will encourage children to do as much for themselves as they can.

In order to prevent over-familiar relationships from developing we aim to use a rota of different staff, all of whom are known to the child, to provide the care.

### Protecting children

Staff are familiar with the Local Safeguarding Children Board booklet *Recognising The Signs Of Child Abuse* and with the DFES booklet *What To Do If You Think A Child Is Being Abused*, and will follow the guidance in they contain.

If a member of staff is concerned about any physical changes to a child, such as marks, bruises, soreness etc, they will inform the manager or designated safeguarding lead immediately. The **Safeguarding Children** policy will then be implemented.

Should a child become unhappy about being cared for by a particular member of staff, the manager will look into the situation and record any findings? These will be discussed with the child's parents or carers in order to resolve the problem. If necessary the manager will seek advice from outside agencies.

If a child makes an allegation against a member of staff, the procedure set out in the **Safeguarding Children** policy will be followed.

### Dealing with blood and body fluids

Blood, vomit, urine and faeces will be cleaned up immediately and disposed of safely by double bagging the waste and removing it from the premises. When they are dealing with body fluids, staff will wear personal protective clothing (disposable plastic gloves and aprons) and will wash themselves thoroughly afterwards. Soiled children's clothing will be bagged to go home – staff will not rinse it. Children will be kept away from the affected area until the incident has been dealt with fully.

Staff at S4YC will maintain high standards of personal hygiene, and will take all practicable steps to prevent and control the spread of infection.

## FIRE SAFETY AND RISK ASSESSMENT

S4YC understands the importance of vigilance to fire safety hazards. To this end:

- Staff are aware of the location of all fire exits, the fire assembly point and where fire safety equipment is stored
- Children will be made aware of the fire safety procedures during their settling in period and through regular fire drills
- All children will be made aware of the location of fire exits and the fire assembly point.
- Fire doors and fire exits are clearly marked, are not obstructed at any time and are easily opened from the inside
- Fire exits are kept closed at all times but never locked
- Fire extinguishers and alarms are regularly tested in accordance with manufacturer's guidance
- Fire drills will be conducted at least once a month or whenever new staff or children join the setting
- All fire drills, fire incidents and equipment checks will be recorded in the **Fire Log**
- The setting has notices explaining the fire procedures which are positioned next to every fire exit.

### Fire prevention

The setting will take all steps possible to prevent fires occurring by:

- Ensuring that power points are not overloaded with adaptors.
- Ensuring that the setting's No Smoking policy is always observed.
- Checking for frayed or trailing wires.
- Checking that fuses are replaced safely.
- Unplugging all equipment before leaving the premises.
- Storing any potentially flammable materials safely.

### In the event of a fire

- A member of staff will raise the alarm and the emergency services will be called.
- The children will immediately be escorted out of the building to the assembly point using the nearest marked exit.
- No attempt will be made to collect personal belongings, or to re-enter the building after evacuation.
- The premises will be checked by the Fire Safety Officer and the register will be collected, providing that it is safe to do so.
- The Fire Safety Officer will close all doors and windows to prevent the spread of fire when they leave the building.
- The register will be taken and all children and staff accounted for.
- If anyone is missing from the register, the emergency services will be informed.
- If the register is not available the manager will use the emergency contacts list (which is kept off the premises) to contact parents or carers.
- If the Fire Safety Officer is not present at the time of the incident, the manager will assume responsibility or nominate a replacement member of staff.

### **Responsibilities of the Fire Safety Officer**

The setting's Designated Fire Safety Officer is Marc Sewell. The Fire Safety Officer is responsible for carrying out the fire safety risk assessment and for ensuring that staff are made aware of fire safety procedures during their Induction period.

The Regulatory Reform (Fire Safety) Order 2005 requires that a fire safety risk assessment is undertaken for the workplace based on The Department of Communities and Local Government's 5 step guide: [www.communities.gov.uk/documents/fire/pdf/151102.pdf](http://www.communities.gov.uk/documents/fire/pdf/151102.pdf).

The risk assessment should cover:

- Identifying potential fire risks
- Identifying people at risk
- Evaluating the risks arising from the hazards identified and the means of minimising those risks
- Recording the hazards, preparing a fire prevention plan and sharing these with other members of staff
- Reviewing the risk assessment on a regular basis

The Fire Safety Officer should liaise with the local Fire and Rescue Service for further advice and should ensure that Emergency Contact details are recorded at the front of the register and a copy stored off premises.

### SAFE INTERNET USE/ E-SAFETY

S4YC recognises that the Internet is a useful resource for both staff and children, for purposes of research, homework and entertainment.

Children will only be allowed to access the Internet at the setting if their parent or carer has given written permission.

A copy of the **SMART** guidelines will printed out and kept next to the computer. The guidelines will be explained to any children wishing to access the Internet:

- **Safe:** Keep safe by not giving out personal information – such as name, email, phone number, address, or school name – to people who you don't trust online.
- **Meeting:** Never agree to meet anyone you have only met online unless your parent or carer is with you.
- **Accepting:** Do not accept emails or instant messages, or open files, images or texts from people you don't know. They can contain viruses or nasty messages.
- **Reliable:** Not all the information found on the Internet is reliable and people you meet online won't always be telling the truth.
- **Tell:** Tell a member of staff or your parents if someone or something you encounter online makes you feel uncomfortable.

If a child encounters something inappropriate on the Internet the manager will be informed and the incident will be noted on an Incident Record in the child's file. The child's parent will be asked to sign the Incident Record.

We have put in place the following safeguards:

- The computer is located so that the screen can easily be seen from the rest of the room.
- Staff will supervise the use of the Internet.
- The computer has an up to date virus checker and firewall.
- Google SafeSearch Filtering is turned on; children are encouraged to use a child-safe search tool such as Yahoo Kids.
- The computer's browser history is regularly checked to monitor which sites are being accessed and all staff and children are informed of this fact.

## LONE WORKING POLICY

A **'lone worker'** is defined as anyone who works alone out of contact with other staff for significant periods of time or on a regular basis. This could mean a member of staff working in isolation at a scheme or in an office. It applies to staff who accompany young people or service users to appointments or on activities outside the organisation without another member of staff and who for that period of time are lone working. Lone Workers must take reasonable care of their own safety and have a duty of care towards all those who may be affected by their work activities. This includes reporting all significant accidents and incidents (including near misses) and ensuring they follow the good practice guidelines relating to lone working

- Line Managers have the day to day responsibility for Lone Workers and must ensure that the appropriate risk assessments are undertaken and this policy and the accompanying guidance notes aim to assist managers in developing strategies for controlling risks identified;
- Lone Workers must take reasonable care of their own safety and have a duty of care towards all those who may be affected by their work activities. This includes reporting all significant accidents and incidents (including near misses) and ensuring they follow the good practice guidelines relating to lone working.
- It is normally best practice to ensure that there is another adult nearby, within sight and hearing, whenever you are working with children. This is because:
- There are Ofsted requirements (the National Day Care Standards) for the ratio of adults to children, which you should adhere to.
- If a medical or other type of emergency arises, it may be impossible to manage by yourself.
- If you are working with more than one child, there may be a need to give one child some time out from the rest of the group if, for example, the child becomes distressed, feels unwell or there is a behavioural issue.
- One of you can stay with the children whilst the other person makes or takes a phone call, or speaks face to face with a parent or carer.
- It is supportive both to you and to the children to have more than one adult present; two heads are better than one, provided that you and your co-worker have a good understanding of how each other works and are not at risk of undermining or confusing each other or the children.
- The other person can act as a witness to what takes place if this is ever questioned, and you can do the same.

**However, there may be occasions when it might not be possible or appropriate for two adults to be present. This could be because one of the situations described above has arisen, and you are left on your own whilst the other person deals with an urgent situation. Equally, it is possible that**

**a child may specifically ask or need someone to one time, and it would be inappropriate or intrusive to have two people involved.**

**In such situations, you can make use of other safeguards by making sure that:**

- If possible, someone else is in close proximity – for example, in the next room or in sight even if not within hearing distance.

- Someone else always knows the time and place when you are alone with a child.
- You and the child/children know what to do in an emergency, how to contact the parent/carer and/or another worker.
- You have access to a phone or can summon help by calling out.
- .If for any reason you are not able to inform the parent/carer and person in charge in advance that you have been alone with a child, you do so as soon as possible afterwards.
- You make a record of the fact that you were alone with a child or children, the reason for this, and what happened.

## SWINE FLU POLICY

S4YC recognises the importance of advanced planning in order to maintain services and limit the spread of swine flu within our setting.

Swine flu (H1N1) is a viral infection, spread from person to person by close contact. Symptoms include:

Sudden fever	Limb and joint pain
Sudden cough	Diarrhoea or stomach upset
Headache	Sore throat
Tiredness	Runny nose
Chills	Sneezing
Aching muscles	Loss of appetite

Any child who becomes ill with symptoms which could be swine flu while at the setting will be isolated from the other children until the child can be collected by his or her parents. The setting will remain open but parents and staff will be informed, especially those in high-risk groups.

Any children or staff who are experiencing symptoms of swine flu should stay away from the setting until all symptoms have passed and they feel well.

### Infection control

#### The flu virus is spread by:

- **Infected people passing the virus to others through large droplets when coughing, sneezing, or even talking within a close distance (one metre or less).**
- Direct contact with an infected person: for example, if you shake or hold their hand, and then touch your own mouth, eyes or nose without first washing your hands.
- Touching objects (eg door handles, light switches) that have previously been touched by an infected person, then touching your own mouth, eyes or nose without first washing your hands. The virus can survive longer on hard surfaces than on soft or absorbent surfaces.

We will limit the risk of catching or spreading the flu virus at the setting by:

- Regular hand-washing
- Minimising contact between our hands and mouth/nose, unless we have just washed our hands
- Covering nose and mouth when coughing or sneezing; using a tissue when possible, and disposing of the tissue promptly and carefully (bag it and bin it)
- Encouraging the children at the setting to follow the guidance above
- Instructing staff to remain at home if they display any relevant symptoms, or sending them home if they first display symptoms while at work.

At S4YC we will promote infection control through the methods above, and in addition we will:

- Display posters and information to promote infection control
- Ensure that adequate supplies of cleaning materials are available within the setting
- Dispose of waste promptly and hygienically
- Clean hard surfaces (eg door handles) with sanitizer regularly
- Provide tissues and suitable facilities for their disposal.



### **Closure**

The latest scientific advice to the DCSF is that closing individual settings is of limited benefit in stopping the spread of the disease. However, there may be some occasions when we will have to consider temporarily closing the setting because we have too few unaffected staff to run sessions safely. If this occurs the manager will contact Childcare Services for further support and guidance.

The setting will also have to close if advised to do so by the local authority in the interest of safeguarding the children in our care.

In the event of closure, the manager will notify parents or carers as soon as possible. The manager will also inform the local childcare information service as well as other relevant parties, eg feeder schools, other users of shared premises, etc. The manager will also notify Ofsted of the closure.

### **Advance planning**

In preparation for dealing with a pandemic disease, the setting will ensure that all contact details for staff, children and parents are up to date.

We will prepare letters of notification for parents and staff, so that they can be distributed as soon as an outbreak occurs.

We will also ensure that we have adequate measures in place to help support staff or children who are dealing with bereavement.

We will endeavour to build a bank of relief or supply staff who are able to provide cover should staffing levels fall below the required legal minimums. Any relief staff will be DBS checked at the time of joining our team, so that they are legally able to work with children should the situation arise.

The setting will regularly update its information regarding swine flu (or other pandemic disease), by checking the latest guidance from DCSF and the local authority, and will inform parents and staff of any changes to our emergency plans.

## ALLERGY AND ANAPHYLACTIC POLICY

S4YC recognises the potentially serious consequences of children with allergies. These allergies may include a condition known as anaphylaxis. Anaphylaxis is a severe, potentially life-threatening allergic reaction brought about by exposure to certain foods or other substances, *the nine priority food allergens to trigger an anaphylactic reaction are peanut and peanut by-products, such as peanut oil and peanut butter, tree nuts, sesame seeds, milk, eggs, seafood (fish, crustaceans and shellfish), wheat, soy, and sulphites (a food additive)*” Tree nuts are defined as walnuts, almonds, hazelnuts (filberts), Brazil nuts, pecans, cashews, pistachio nuts, pine nuts (pignolias) and macadamia nuts. Non-food items such as latex and bee stings can also bring about a life threatening reaction.

**S4YC does not purport to be, nor can it be deemed to be free of food items and non-food items that may lead to a severe allergic or anaphylactic reaction. We will make every reasonable effort to reduce the risk to children with severe allergies or anaphylaxis in accordance with this policy.**

### 1. Identification of Children at Risk:

1. It is the responsibility of the Parent and/or the Guardian, herein called the Parent, to inform the club that his or her Child, herein called the Child, has allergies or is anaphylactic or potentially anaphylactic.
2. This must be listed on the registration form and they must verbally notify the Manager.
3. All staff shall be aware of these children.
4. A list of all children with allergies can be found in the setting Everyday File
5. The Parent must complete the ***Consent for Emergency Administration of an EpiPen section upon registration.***
6. On the Child's admission to the setting, the supervisor will discuss the Child's allergies with the Parent. The staff will receive a demonstration of EpiPen administration by the Parent.

### 2. Availability and Location of EpiPens:

The EpiPen is an auto-injector containing epinephrine (adrenaline). This medicine is an alpha and beta-receptor stimulant used to treat severe allergic reactions. It may also be used to treat severe allergic reactions that affect breathing.

- 1.. Parents of an anaphylactic Child must provide an Epi Pen left at the club or on the School Premises where All Staff are aware of the location
2. Epi Pens will be clearly labelled with the Child's name, class, EpiPen expiry dates, and specific allergy.
3. At least one staff member will be trained to administer the EpiPen.
4. Children who are no longer allergic, or no longer require an EpiPen, must present a letter of explanation from their doctor or allergist so their name may be removed from the setting's allergy lists.
5. The supervisor will keep a record of expiry dates in the club diary. If the EpiPen has expired, the Parent will be asked to supply another by the next session the child will attend, it is the parent's responsibility to provide this or the child will not be accepted into the setting.
6. Parents must complete a care plan upon registration.

### 4. Symptoms of an Allergic Reaction-this list is not exhaustive.

- a. A person experiencing an allergic reaction may have any of the following symptoms:
- b. Trouble breathing, speaking or swallowing.
- c. A drop in blood pressure, rapid heartbeat, loss of consciousness.
- d. Flushed face, hives or a rash, red and itchy skin.
- e. Swelling of the eyes, face, lips, throat and tongue.
- f. Anxiousness, distress, faintness, paleness, sense of doom, weakness.
- g. Cramps, diarrhea, vomiting.

**5. Treatment Procedure**

- a. There are no contraindications or hesitation to use an EpiPen (epinephrine) for a potentially life-threatening allergic reaction, time of administration is noted.
- b. A staff member stays with the affected child.
- c. Another delegated member of staff calls 999 immediately.
- d. The manager is informed and contacts the parent immediately after the 999 call.
- e. If the parent is not available at any of the contact numbers, the manager will contact the emergency contacts as listed on the registration form.
- f. Regardless of the degree of reaction or response to epinephrine, when the child is taken to the hospital, if the child's parent is not able to get to the club by the time the ambulance arrives
- g. The supervisor MUST go with them.
- h. The supervisor will stay with the child at the hospital until the parent arrives.
- I. The EpiPen(s) that was/were administered will be taken to the hospital.

**6. after the incident**

- a. The supervisor will complete and file an incident form as soon after the incident as possible.
- b. The Child's school must be informed of the incident.
- c. **Ofsted must be informed of the incident-03001231231**

## INVOLVING AND CONSULTING CHILDREN POLICY

**S4YC, and all its members of staff, are committed to the principle of involving and consulting children whenever decisions are made within the setting that affect them.**

The setting believes that actively promoting the participation of children in decision-making processes is beneficial to children, staff and the setting as a whole.

The settings commitment to involving and consulting children stems from the “listening to children” provisions as 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 given in a way that enables them to make choice and decisions.
- For children, involvement and consultation helps them to develop new skills such as negotiating, sharing and understanding how decisions are made, and recognises that their opinions are important.
- For both staff and the setting. There are multiple benefits of such an approach, such as improved behaviour, a relationship with children based on a partnership, a more cohesive environment and activities and decisions that children feel a sense of ownership over.
- The Manager and staff will always work with children to draw up a charter that will set up the expectations and responsibilities of the setting, the staff team and the children in respect of consultation and involvement. Parental involvement in drawing up and implementing the charter will also be encouraged.
- 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.
  - Drama and role-play.
  - Through play and creative expression and the use of visual aids.
  - Via regular group discussions and Q and A sessions.
  - Questionnaires and other regular feedback on activities.
  - Notice boards that carry important information about activities at the setting by Monthly Newsletters
- Regular feedback consisting of staff, children and parents, discussing the setting’s 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 in favour of involving children.

S4YC setting council gives opportunities for Consultation and involvement which 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 in appropriate.

### SETTLING IN POLICY

- **All children are unique and the amount of time that a child takes to settle into S4YC can vary enormously. Therefore, children will be given time to settle in at their own pace, so as to make them feel welcome, safe and confident in a new environment.**
- S4YC strongly encourages parents/carers to visit the premises with their children for an initial taster session. S4YC requires that after this visit that the parents/carers concerned complete and return the Admission Forms (See Welcome pack).
- All children will be greeted in a warm and friendly manner. They, along with their parents, will be introduced to all members of staff and told about any other regular visitors to S4YC.
- Parents and children will also be introduced to the child's key person.
- The child will be introduced to the other children at S4YC and allocated a 'buddy' who will assist them with finding their way around and involve them in activities.
- Depending on the age and maturity of the child, the parent/carer will stay with the child while the rules and routines are being explained. The parent/carer will have the option of being part of the induction process if they so wish.
- Children and parents will be informed about S4YC programme of activities, rules and routines and where they can and cannot go. The procedures for signing in and signing out will also be explained.
- The child will be told about the fire evacuation procedure and the locations of all fire exits, according to the provisions of the Fire Safety policy.
- All staff will supervise children new to S4YC to ensure that they are happy in their new surroundings. The appropriate level of such supervision will be judged according to the child's age, maturity and previous experiences.
- Staff will ask on a regular basis how a child is feeling, what activities they enjoy and if they are unhappy about anything. At the end of the first, second and third weeks, the Manager will find time to talk to the child about how they are settling in.
- If it seems that a child is taking a long time to settle in, this will be discussed with their parents/carers at the earliest opportunity. Likewise, if a parent/carer feels that there is a problem during the settling in period, they should raise this with a member of staff.
- Staff will always be available to discuss any concerns or other issues with parents/carers regarding their child and their attendance at S4YC. If parents/carers wish to meet with the child's key person and or the Manager, they should make an appointment to come in for a chat.

## CAMERA AND MOBILE PHONE POLICY

S4YC foster a 'culture of safety' in which the children and staff are Protected from abuse, harm, and distress. We therefore have a clear policy on the acceptable use of mobile phones that is understood and adhered to by everyone: staff, children and parents.

Abiding by the terms of the club's mobile phone policy ensures that we all:

- Protect children from harm and abuse.
- Prevent staff from being subject to false allegations.
- Help staff remain focused on the care of children.
- Work in an open and transparent environment.
- Upon registration permission is sought from parents/carers for photographs to be taken of their child,
- These will be used for a number of reasons listed below.
- To record the child's daily routine.
- To record the child's development.
- To share with parents.
- We also request permission for the photographs that have been taken of the child may be displayed in the following locations
  - On the settings display board.
  - On the setting's website.
- No payments will be made or taken for using photographs of a child in any of the above situations.

### ***Staff use of mobile phones***

- Personal mobile phones belonging to members of staff are kept in the club safe during working hours other than the Managers/Stand in Manager in case of emergency
- If a member of staff needs to make an urgent personal call they can use the setting/Managers phone.
- If a member of staff has a family emergency or similar and needs to keep their mobile phone to hand, prior permission must be sought from the Manager or Deputy.
- Under no circumstances may staff use their personal mobile phones to take photographs at the setting during working hours.
- Under no circumstances must cameras or phones of any kind be taken into the bathrooms.
- If photographs need to be taken in a bathroom i.e. (photographs of the children washing their hands) then management must be told and staff supervised whilst carrying out this kind of activity.
- At all times the camera must be placed in a prominent place where it can be seen.
- All cameras in the setting including those on staff mobile telephones can be subject to scrutiny at any time by the safeguarding officer or senior manager.
- Any staff member, volunteer or student found to be none compliant with this policy will face disciplinary action.

***Children's use of mobile phones***

- Whilst we understand that some children have mobile phones, we do not allow any child to use their phones within the setting.
- The setting does not accept any responsibility for loss or damage to mobile phones brought to the setting by the children, all phones must be stored within the child's bag at all time.
- Children must not use their mobile phone to take photographs of any kind whilst at the club. If they want a photograph of a particular activity they can ask a member of staff to take one using the setting camera.

***Visitors' use of mobile phones***

- Parents and all other visitors must not use their mobile phone – or any other device - to take photographs within the setting. This includes taking photographs of their own children.
- If they want to have a photograph of their child involved in an activity or at play, parents can ask a member of staff to take one using the setting camera.

## GROUP CONCERN POLICY

If your group or organisation has concerns about the welfare or safety of a child or young person or concerns about the **behaviour of an employee or volunteer** (e.g. if they hurt a child, breach the code of conduct or do something considered to be poor practice) it is vitally important to record all relevant details, regardless of whether or not the concerns are shared with either the police or children's social care. An accurate record should be kept of:

- Date and time of incident/disclosure
- Parties who were involved, including any witnesses to an event
- What was said or done and by whom
- Any action taken by the organisation to look into the matter
- Any further action taken
- Where relevant, the reasons why a decision was taken not to refer those concerns to a statutory agency
- Any interpretation/inference drawn from what was observed, said or alleged should be clearly recorded as such
- Name of person **reporting on the concern**, name and designation of the person to whom the concern was reported, date and time and their contact details.
- The record should be signed.



## ADMINISTERING MEDICATION POLICY

If a child attending S4YC requires prescription medication of any kind, their parent or carer must complete a **Permission to administer medicine** form in advance. Staff at the setting will not administer any medication without such prior written consent.

S4YC can administer medication that has been prescribed/provided by a doctor, dentist, nurse or pharmacist, both prescription or no prescription medicines can only be administered where written permission has been obtained from the child's parent or carer. To ensure that this is the case all medication provided must have the prescription sticker attached which includes the child's name, the date, the type of medicine and the dosage.

A designated staff member will be responsible for administering medication or for witnessing self-administration by the child. The designated person must ensure that the medication is properly labelled and safely stored during the session. Before any medication can be given, the designated person must ensure that:

- The setting has received written consent
- Another member of staff acts as a witness to ensure that the correct dosage is given

When the medication has been administered, the designated person must:

- Record all relevant details on the **Record of Medication Given** form
- Ensure that the child's parent or carer signs the form to acknowledge that the medication has been given.

Ideally medication should be given prior to the child arriving at the setting.

If children carry their own medication (eg asthma inhalers), the setting staff will offer to keep the medication safe until it is required. Inhalers must be labelled with the child's name.

If a child refuses to take their medication, staff will not attempt to force them to do so. The manager and the child's parent or carer will be notified, and the incident recorded on the **Record of Medication Given**.

Certain medications require specialist training before use, eg Epi Pens. If a child requires such medication the manager will arrange appropriate training as soon as possible. It may be necessary to absent the child until such training has been undertaken. Where specialist training is required, only appropriately trained staff may administer the medication.

A child's parent or carer must complete a new **Permission to Administer Medication** form if there are any changes to a child's medication (including dosage or frequency).

## ACCIDENT / INCIDENT POLICY

An accident is an unplanned, uncontrolled event, which causes, or could cause injury, damage or loss. In most cases accidents can be avoided and it is our intentions to prevent as many as possible.

We aim to reduce the risk of accidents by:

- Making risk assessments for as many foreseeable risks as possible. By doing risk assessments we can identify hazards and look at how we can eliminate or reduce the risk.
- The premises are regularly checked and used properly.
- Staff and to some extent the children, are aware of hazards? I.e. putting toys away tidily etc.
- Staff and children are encouraged to care about their environment and their colleagues.
- Staffs identify and report hazards and risks and encourage children to do the same.
- A health and safety officer is appointed to oversee all health and safety issues.

We classify an accident as what we have witnessed and an incident as something we did not see.

All accidents and incidents are recorded on the appropriate forms and reported to the parents/carer's on the day. This will usually be when they collect their child or if it is a serious injury or one that needs medical assistance the parent will be informed immediately.

There is always a first aider on site at all times, who will deal with minor injuries.

\* First aid boxes can be found at the following locations:-

The boxes will be checked regularly, monthly, and refilled by either the person nominated to check them, Deputy Head or Health and Safety officer, any missing items will be noted and replaced as soon as possible. A first aid box is taken on all outings. If first aid is given it must be recorded on the first aid sheet and stored with the accident/incident form it relates to.

All first aid kits are checked on a monthly basis by a nominated person or the health and safety representative, and

There is always at least one first aider on site at all times. We aim to have all permanent staff trained in first aid as soon as possible. All accidents are recorded on a sheet, which includes details of the injury and a body map. The form is signed by the parent/carer who collects their child and is then kept in the child's individual file, in the medical section. A record sheet containing number, name & date of all accidents/incidents is kept in the accident/incident file

All accidents and incidents are reviewed to see if anything can be done to prevent the accident/incident happening again.

An incident form can also be used to record something, which happened that could have been dangerous, actions deemed as unwanted behavior, an action that could cause damage, loss or injury. Some examples are:

- Loss of amenities.
- An argument.
- A temper tantrum out of the norm.
- A stranger trying to gain access to the building.
- An un-witnessed injury.

Providers must notify Ofsted and local child protection/safeguarding children agencies of any serious accident or injury to, or serious illness of, or death of, any child whilst in their care, and act on any advice given.

Accidents/incidents relating to staff or visitors to the setting should be reported to the Manager and recorded using the School forms.

Any injury related absence lasting more than 3 days must be reported to RIDDOR.

### **Serious injury or death and how to deal with these events**

As a registered provider we would notify Ofsted of any serious accident, illness or injury to, or the death of, any child whilst in our care, and any action taken in respect of it.

We would make the notification as soon as is reasonably practical, but within 14 days of the incident occurring.

We would also notify the local child protection agency and act on any advice given.

We would always follow our accident procedures in any accident or injury.

### **Procedure to follow for dealing with injuries involving blood or bodily fluids**

There is always at least one first aider on site at all times and this person will be the one to deal with the injury.

Should bleeding occur at any time the following points should be followed:

- Put on latex gloves and a disposable apron.
- Try to stop the bleeding by applying pressure to the wound with a dry sterile dressing.
- Dispose of dressing into yellow clinical waste bag.
- Try and keep the person as calm as possible.
- Ensure there are 2 members of staff with the injured party so that if assistance is needed in any way one can remain with the person at all times.
- Deal with any spillage immediately, using disposable items such as cloths, paper towels that can be thrown away, in the clinical waste bag, after the spillage is cleaned up. Clean the area thoroughly using diluted bleach 1 part bleach to 10 parts water.
- Ensure the area is clear of other children and adults to prevent cross contamination and spread of infection.
- Ensure all non injured children are being cared for and reassured appropriately about what is happening.
- Replace the sterile dressing on the child/adult as often as needed as described in the training.
- All waste should be treated as clinical waste and discarded in the yellow bags provided.
- Hands should be washed and dried thoroughly after the child/adult is cared for and any bleeding has stopped.
- If bleeding starts again a new apron and gloves must be put on to prevent infection.
- If you feel medical assistance is required call 999 and ask for an ambulance. If they need assistance but not as an emergency inform the parents and advise them to visit their local A&E. If ever in doubt always phone for an ambulance, especially in the case of children.

**If medical assistance is needed you must inform Ofsted within 14 days that the incident occurred.**

## CHILDCARE DISQUALIFICATION REGULATIONS 2009

In April 2014 the Department for Education (DfE) published **Keeping Children Safe in Education**. This statutory guidance sets out what schools and colleges must do to safeguard and promote the welfare of children and young people under the age of 18. In October 2014, the DfE published the **Childcare Disqualification Requirements** advice as a supplement to **Keeping Children Safe in Education**.

These requirements have been in place for child-minders and day nurseries for some time and the DfE confirmed that they also applied to schools from 1 September 2014. This means that schools must now obtain from all staff and volunteers a declaration that they have not been cautioned or convicted of certain offences or had relevant care orders made in relation to their own children. In addition, all staff and volunteers are required to complete the same declaration on behalf of anyone else in their household.

S4YC will update the Single Central Record to show that your declaration form has been returned (using a tick) but **no other details or information will be recorded**. If you have answered 'no' to all the questions then your completed form will be shredded once the Single Central Record is updated.

If you have answered 'Yes' to any questions there will be a confidential meeting with me to seek further clarification and discuss next steps, this may lead to S4YC reviewing a members of staff suitability to working with children.

All staff will in future be asked to complete a declaration form annually at the start of the school year.

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL VALUES**

At S4YC out of School Clubs, we recognise that the personal development of Children, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an environment that provides Children with opportunities to explore and develop:

- Their own values and beliefs,
- Spiritual awareness,
- High standards of personal behaviour,
- Positive, caring attitude towards other children and adults
- Understanding of social and cultural traditions
- Appreciation of the diversity and richness of other cultures.

(SMSC is a dimension of who we are and to experience, stimulating, creative and fun activities. We aim to enrich children's lives and are an essential ingredient of our success within local communities. Our SMSC policy provides opportunities to meet our Public Sector Equality Duty (PSED) to Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

We aim at all times to enrich good relations between children, parents, staff and the schools we work in and who we share a protected characteristic and those who do not with given opportunities sharing and equality).

### **General Aims**

- To ensure that everyone connected with our Company is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through general life and experiences
- To ensure that all children's activities are set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure children and staff know what is expected of them and why.
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- To enable children to develop an understanding of their individual and group identity.
- To enable pupils to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
- To give each child the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

### **Spiritual Development**

*As a company who provides care our aim is to provide learning opportunities that will enable Children to:*

- Sustain their self-esteem in their learning experiences through the activities we provide.
- Develop their capacity for critical and independence through play.
- Foster their emotional life and express their feelings through our provided activities and their own experiences
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect, consider and celebrate the wonders and mysteries of life.

### **Moral Development**

*As a company we aim to provide learning opportunities that will enable Children to:*

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gaining the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

### **Social Development**

*As a company we aim to promote opportunities that will enable Children to:*

- Develop an understanding of their individual and group identity.
- Learn about the wider community they live in

### **Cultural Development**

*As a Company we aim to promote opportunities through play that will enable Children to:*

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth

## SUPPORTING CHILDREN WITH S.E.N

S4YC provide an environment in which all children with Special Educational Needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

### Procedures

- The SENCO works closely with our manager and other colleagues and has the responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- In our Preschools we use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education all decision making processes.
- When appropriate we take into account children's views and wishes in decisions being made about them, relevant to their understanding.
- We provide parents with information on local sources of support and advise e.g. Local Offer, Information Advise and Support Services.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- Our preschools have systems in place for referring children for further assessments e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure all of our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-house training for parents, practitioners, playworkers and volunteers.
- We raise awareness of our special education provision via our website and/or promotional material.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policies annually.

### Further Guidance

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and disability Code of Practice (DfE & DoH 2014)

## STUDENT PLACEMENT

### Policy statement

We recognise that qualifications and training make an important contribution to the quality of the care and education we provide. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

We aim to provide for students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

### Procedures

- We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in [our/my] setting on a short term basis are not counted in our staffing ratios.
- Students and apprentices, over the age of 17, who are undertaking a level 3 qualification may be considered to be counted in the ratios if our manager deems them to be suitably qualified and experienced.
- We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.



## STAFFING (GROUP PROVISION)

### Policy statement

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

### Procedures

To meet this aim we use the following ratios of adult to children:

- Children under two years of age: 1 adult : 3 children:
  - at least one member of staff holds a full and relevant level 3 qualification and is suitably experienced in working with children under two;
  - at least half of all other staff hold a full and relevant level 2 qualification;
  - at least half of all staff have received training that specifically addresses the care of babies; and
  - where there is an under two-year-olds' room, the member of staff in charge of that room has suitable experience of working with under twos.
- Children aged two years: 1 adult : 4 children:
  - at least one member of staff holds a full and relevant level 3 qualification; and
  - at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult : 8 children:
  - at least one member of staff holds a full and relevant level 3 qualification; and
  - at least half of all other staff hold a full and relevant level 2 qualification.
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over between the hours of 8am and 4pm as follows:
  - there is at least one member of staff for every 13 children; and
  - at least one other member of staff holds a full and relevant level 3 qualification.
- The number of children for each key person takes into account the individual needs of the children and the capacity of the individual key person to manage their cohort.
- We only include those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.
- A minimum of two staff/adults are on duty at any one time; one of whom is either our manager or deputy.
- Our manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight *or* hearing of staff at all times.
- All staff are deployed according to the needs of the setting and the children attending.
- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.
- Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
- We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

## NAPPY CHANGING

### Policy statement

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

### Procedures

- Our key persons have a list of personalised changing times for the children in their care who are in nappies or 'pull-ups'; and change nappies according to this schedule, or more frequently where necessary.
- We encourage young children from two years to normally wear pull ups, or other types of trainer pants, as soon as they are comfortable with this and if their parents agree.
- Our key persons undertake changing children in their key groups; back up key persons change them if the key person is absent.
- Babies and young children are changed within sight of other staff whilst maintaining their dignity and privacy at all times.
- Our changing area is warm, with a safe area to lay children and no bright lights shining down in their eyes. There are mobiles and other objects of interest to take the child's attention.
- Each child has their own basket to hand with their nappies or pull ups and changing wipes.
- Our staff put on gloves and aprons before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child.
- All our staff are familiar with our hygiene procedures and carry these out when changing nappies.
- Our staff never turn their back on a child or leave them unattended whilst they are on the changing mat.
- We are gentle when changing; we/I avoid pulling faces and making negative comments about 'nappy contents'.
- We do not make inappropriate comments about children's genitals when changing their nappies.
- In addition, we ensure that nappy changing is relaxed and a time to promote independence in young children.
- We encourage children to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- We encourage children to wash their hands, and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- We do not use anti-bacterial hand wash liquid or soap for young children; young skin is quite delicate and anti-bacterial products kill off certain good bacteria that children need to develop their own natural resistance to infection.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- We dispose of nappies and pull ups hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for parents to take home.
- We have a 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect.

## **ANIMALS IN THE SETTING**

### **Policy statement**

Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development Requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the setting or on visits. [We/I] aim to ensure that this is in accordance with sensible hygiene and safety controls.

### **Procedures**

#### *Animals in the setting as pets*

- We take account of the views of parents and children when selecting an animal or creature to keep as a pet in the setting, as well as any allergies or issues that individual children may have any animals or creatures.
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- Our staff are knowledgeable of the pet's welfare and dietary needs and ensure that the correct food is offered, at the right times.
- We make arrangements for weekend and holiday care for the animal or creature.
- We register with the local vet and take out appropriate pet care health insurance.
- We make sure all vaccinations and other regular health measures, such as de-worming, are up-to-date and recorded.
- We teach children the correct handling and care of the animal or creature and supervise them at all times.
- We ensure that children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- We wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

#### *Visits to farms*

- Before a visit to a farm, we carry out a risk assessment - this may take account of safety factors listed in the farm's own risk assessment, which should be viewed.
- We contact the venue in advance of the visit to ensure that there has been no recent outbreak of E.coli or other infections. If there has been an outbreak, [we/I] will review the visit and may decide to postpone it.
- We follow our outings procedure.
- Children wash and dry their hands thoroughly after contact with animals.
- Outdoor footwear worn to visit farms is cleaned of mud and debris as soon as possible on departure and should not be worn indoors.
- We advise staff and volunteers who are, or may be, pregnant to avoid contact with ewes and to consult their GP before the visit.

### **Legal framework**

- The Management of Health and Safety at Work Regulations (1999)

### **Further guidance**

Health and Safety Regulation...A Short Guide (HSE 2003)

## STAFF PERSONAL SAFETY INCLUDING HOME VISITS

### Policy statement

This setting believes that the health and safety of all staff is of paramount importance and that all staff have the right to work in a safe environment. We support safe working both on and off the premises, acknowledging the needs and diversity of children and their family.

### Procedures

#### *General*

- All staff in the building early in the morning, or late in the evening, ensure doors and windows are locked.
- Where possible, at least the first two members of staff to arrive in the building arrive together, and the last two members of staff in the building leave together.
- Visitors are generally only allowed access with prior appointments and only admitted once their identity has been verified.
- Minimal petty cash is kept on the premises.
- When taking cash to the bank, members of staff are aware of personal safety. Managers carry out a risk assessment and develop an agreed procedure appropriate to the setting, staff and location.
- Members of staff make a note in the diary of meetings they are attending, who they are meeting and when they are expected back.
- Managers have good liaison with local police and ask for advice on safe practice where there are issues or concerns.

#### *Home visits*

Where staff members conduct home visits, this is done at the manager's discretion and the following health and safety considerations apply:

- Prior to a home visit the key person and manager undertake a risk assessment that is specific to the visit being undertaken.
- Members of staff normally do home visits in pairs – usually the manager/deputy manager with the key person.
- Each home visit is recorded in the diary with the name and address of the family being visited, prior to the visit taking place.
- Staff alert an agreed contact person in the setting when they are leaving to do the home visit and advise on their expected time of return.
- If there is any reason for staff to feel concerned about entering premises, they do not do so, for example, if a parent appears drunk.
- Members of staff carry a mobile phone when going out on a home visit.
- Staff identify an emergency word/phrase, which is made known to all staff in the setting, so that if they feel extremely threatened or in danger on a home visit they can covertly alert other members of staff via a telephone call to the situation. Use of the agreed word/phrase will initiate an immediate 999 call to be made.
- If staff do not return from the home visit at the designated time, the contact person attempts to phone them and continues to do so until they make contact.
- If no contact is made after a reasonable amount of time has passed, the contact person rings the police.

*Dealing with agitated parents in the setting*

- If a parent appears to be angry, mentally agitated or possibly hostile, two members of staff will lead the parent away from the children to a less open area, but will not shut the door behind them.
- If the person is standing, staff will remain standing.
- Members of staff will try to empathise and ensure that the language they use can be easily understood.
- Staff will speak in low, even tones, below the voice level of the parent.
- Members of staff will make it clear that they want to listen and seek solutions.
- If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, while avoiding potentially inflammatory expressions such as 'calm down' or 'be reasonable'.
- If threats or abuse continues, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of children.
- After the event, details are recorded in the child's personal file together with any decisions made with the parents to rectify the situation and any correspondence regarding the incident.

## BRITISH VALUES

### Policy statement

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values. Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

### Procedures

#### *British Values*

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
  - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
  - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
  - Practitioners ensure that children understand their own and others' behaviour and its consequence.
  - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty*, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
  - Practitioners 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, for example discussing in a small group what they feel about transferring into Reception Class.

- *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
  - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
  - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
  - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- *In our setting it is not acceptable to:*
  - actively promote intolerance of other faiths, cultures and races
  - fail to challenge gender stereotypes and routinely segregate girls and boys
  - isolate children from their wider community
  - fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

#### *Prevent Strategy*

Under the Counter-Terrorism and Security Act 2015 [we/I] also have a duty "*to have due regard to the need to prevent people from being drawn into terrorism*"

#### **Legal framework**

Counter-Terrorism and Security Act 2015

#### **Further guidance**

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

## PARENTAL INVOLVEMENT

### Policy statement

*We believe that children benefit most from early years education and care when parents and settings work together in partnership.*

*Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of our setting. We also aim to support parents in their own continuing education and personal development.*

*Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included.*

*When we refer to 'parents', we mean both mothers and fathers; these include both natural or birth parents, as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents, as well as foster parents.*

*The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance publication Safeguarding Children.)*

### Procedures

- Parents are made to feel welcome in our setting; they are greeted appropriately, there is adult seating and provision for refreshment.
- We have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies, through access to written information, including our Safeguarding *Children and Child Protection* policy and our responsibilities under the Prevent Duty, and through regular informal communication. We check to ensure parents understand the information that is given to them.
- Information about a child and his or her family is kept confidential within our setting. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.
- We seek parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service.
- Parents are actively encouraged to participate in decision making processes according to the structure in place within our setting.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.



- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to [our/my] written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at our setting:

- Admissions Policy.
- Complaints procedure.
- Record of complaints.

## **SUPERVISION OF CHILDREN ON OUTINGS AND VISITS**

### **Policy statement**

Children benefit from being taken outside of the premises on visits or trips to local parks, or other suitable venues, for activities which enhance their learning experiences. We ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures as laid out below.

### **Procedures**

- All off site activity has a clearly identified educational purpose with specific learning and development outcomes.
- There is a designated lead for each excursion who is clear about their responsibility as designated lead.
- We ask parents to sign a general consent on registration for their children to be taken out on local short outings as a part of the daily activities of the setting. This general consent details the venues used for daily activities.
- We assess the risks for each local venue used for daily activities, which is reviewed regularly.
- We always ask parents to sign specific consent forms before major outings; and the risks are assessed before the outing takes place.
- Our manager and all staff taking part in the outing sign off every risk assessment.
- Children with allergies or other specific needs have a separate risk assessment completed i.e. child with allergies visiting a supermarket.
- An excursion will not go ahead if concerns are raised about its viability at any point.
- Any written outing risk assessments are made available for parents to see.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and the type of venue, as well as how it is to be reached.
- A minimum of two staff accompany children on outings. Unless the whole setting is on an outing, a minimum of two staff also remain behind with the rest of the children.
- Named children are assigned to individual staff member to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children./I ensure that all children on the outing are well supervised, that no child goes astray and that there is no unauthorised access to children.
- Staff frequently count their designated children and ensure hands are held when on the street and crossing the road.
- Parents who accompany us on outings are responsible for their own child only. Where parents have undergone vetting with us as volunteers, they may be included in the adults to child ratio and have children allocated to them.
- Outings are recorded in an outings record book kept in the setting, stating:
  - The date and time of the outing.
  - The venue and mode of transport used.
  - The names of the staff members assigned to each of the children.
  - The time of return.
- We take a mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and nappies, medicines required for individual children, a mini first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for.
- We apply sun cream to children as needed and ensure they are dressed appropriately for the type of outing and weather conditions.
- We take a list of children with [us/me] with contact numbers of parents/carers, as well as an accident book and a copy of our Missing Child Policy.
- We provide children with badges or 'high viz' vests to wear.

- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- We ensure that seat belts are worn whilst travelling in vehicles and that booster seats and child safety seats are used as appropriate to the age of the child.
- As a precaution, we ensure that children do not eat when travelling in vehicles.
- We ensure that contracted drivers are from reputable companies, do not have unsupervised access to the children and are not included in the ratios.

## **THE ROLE OF THE KEY PERSON AND SETTLING-IN**

### **Policy statement**

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, our staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with [our/my] setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

### **Procedures**

- We allocate a key person before the child starts.
- The key person is responsible for:
  - Providing an induction for the family and for settling the child into our setting.
  - Completing relevant forms with parents, including consent forms.
  - Explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
  - Offering unconditional regard for the child and being non-judgemental.
  - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
  - Acting as the key contact for the parents.
  - Developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
  - Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
  - Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

### *Settling-in*

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include written information including our prospectus and policies, displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, [we/I] provide opportunities for the child and his/her parents to visit the setting.
- The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit by the person who will be the child's key person to ensure all relevant information about the child can be made known.

- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child; increasing this time as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

#### *The progress check at age two*

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.