Childville After School Services



POLICIES & PROCEDURES

Childville Centre’s August 2020

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**Administering medicines**

**Policy statement**

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for children’s GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child’s health if not given in the setting. If a child has not had a medication before, especially a baby/child under two, it is advised that the parent keeps the child at home for the first 48 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect.

These procedures are written in line with guidance in *Managing Medicines in Schools and Early Years Settings;* the manager is responsible for ensuring all staff understand and follow these procedures.

The key person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the manager is responsible for the overseeing of administering medication.

**Procedures**

* Children taking prescribed medication must be well enough to attend the setting.
* Only medication prescribed by a doctor (or other medically qualified person) is administered. It must be in-date and prescribed for the current condition (medicines containing aspirin will only be given if prescribed by a doctor). NB Children’s paracetamol (un-prescribed) is administered only for children under the age of one year with the verbal consent of the parents in the case of a high temperature. This is to prevent febrile convulsion and where a parent or named person is on their way to collect the child.
* Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
* Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
* - the full name of child and date of birth;
* - the name of medication and strength;
* who prescribed it;
* - the dosage to be given in the setting;
* - how the medication should be stored and its expiry date;
* - any possible side effects that may be expected; and
* - the signature of the parent, their printed name and the date.

*Key person or manager is responsible for collecting child’s medication and making sure the parent signs the consent form.*

*All staff will be informed.*

* The administration of medicine is recorded accurately in our medication record book each time it is given and is signed by the key person/manager. Parents are shown the record at the end of the day and asked to sign the record book to acknowledge the administration of the medicine. The medication record book records the:
* name of the child;
* name and strength of the medication;
* date and time of the dose;
* dose given and method;
* signature of the key person/manager; and
* parent’s signature.
* We use the Pre-school Learning Alliance’s Medication Record book for recording the administration of medicine and comply with the detailed procedures set out in that publication.

*Storage of medicines*

* All medication is stored safely in a locked cupboard or refrigerated as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
* The child’s key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
* For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when- required basis. Key persons check that any medication held in the setting, is in date and return any out-of-date medication back to the parent.

*Medicines are stored in a clear bag labelled with child name in a locked cabinet or in the fridge.*

* If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
* If rectal diazepam is given, another member of staff must be present and co-signs the record book.
* No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

*Children who have long term medical conditions and who may require on-going medication*

* A risk assessment is carried out for each child with long term medical conditions that require on-going medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
* Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
* For some medical conditions, key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment.
* The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child’s health needs.
* The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child’s GP if necessary where there are concerns.
* A health care plan for the child is drawn up with the parent; outlining the key person’s role and what information must be shared with other staff who care for the child.
* The health care plan should include the measures to be taken in an emergency.
* The health care plan is reviewed every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
* Parents receive a copy of the health care plan and each contributor, including the parent, signs it.
* *Managing medicines on trips and outings*
* If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child’s needs and/or medication.
* Medication for a child is taken in a sealed plastic box clearly labelled with the child’s name and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above.
* On returning to the setting the card is stapled to the medicine record book and the parent signs it.
* If a child on medication has to be taken to hospital, the child’s medication is taken in a sealed plastic box clearly labelled with the child’s name and the name of the medication. Inside the box is a copy ofthe consent form signed by the parent.
* As a precaution, children should not eat when travelling in vehicles.
* This procedure is read alongside the outings procedure.

**Legal framework**

* The Human Medicines Regulations (2012)

**Further guidance**

* Managing Medicines in Schools and Early Years Settings (DfES 2005)

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| Held on |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Other useful Pre-school Learning Alliance publications**

* Medication Record (2010)
* Daily Register and Outings Record (2012)

**Admissions**

**Policy statement**

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

**Procedures**

* We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
* We ensure that information about our setting is accessible and provided in written and spoken form.
* We will provide translated written materials where language needs of families suggest this is required, as well as access to an interpreter. Where necessary, we will try to provide information in Braille, or through British Sign Language.
* We arrange our waiting list in birth order. In addition, our policy may take into account the following:
* the vicinity of the home to the setting; and
* siblings already attending the setting.
* We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
* We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
* We describe how our practices treat each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion and ethnicity or from English being a newly acquired additional language.
* We describe how our practices enable children and/or parents with disabilities to take part in the life of the setting.
* We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
* We make our Valuing Diversity and Promoting Equality Policy widely known.
* We consult with families about the opening times of the setting to ensure we accommodate a broad range of families' needs.
* We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
* We accept 2 days minimum for child/ren attendance to ensure sustainability of the club.
* Our setting and its practices ensure children with disabilities are able to take part in the life of the setting and are included in all aspects.
* Childville is an equal opportunities employer.
* We never discriminate against any child or family on grounds of sex, race, home background, religion/faith, nationality, ethnic origin or disability.

Prior to a child attending nursery, parents must complete and sign a registration form. These forms provide the setting with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc.

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**Other useful Pre-school Learning Alliance publications**

* Seasonal Hello Posters (2006)

**Allergies and Allergic Reactions**

At Childville we are aware that children can have allergies which may cause allergic reactions. We will follow this policy to ensure allergic reactions are prevented and staffs are fully aware of how to support a child who may be having an allergic reaction.

* Information will be passed on by parents from the registration form regarding allergic reactions and allergies and must be shared with all staff in the nursery.
* An allergy register will be kept in the kitchen area and in the office area where applicable.
* The setting manager must carry out a full allergy risk assessment procedure with the parent prior to the child starting at the setting. The information must then be shared with all staff.
* All food prepared for a child with a specific allergy will be prepared in an area that there is no chance of contamination and served on equipment that has not been in contact with this specific food type, e.g. nuts.
* The management team and parents will work together to ensure a child with specific food allergies receives at the setting that may harm them. This may include designing an appropriate menu or substituting specific meals on the current menu where applicable.
* If a child has an allergic reaction to food, a bee sting, plant etc. a first aid trained member of staff will administer the appropriate treatment and parents must be informed and it must be recorded in the accident form.
* If this treatment requires a specialist treatment, e.g. Epipen, then at least two members of staff working directly with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child.
* A sick child above all needs their family, therefore every effort should be made to contact a family member as soon as possible.
* If the allergic reaction is severe, a member of staff will summon an ambulance immediately. We WILL NOT attempt to transport the sick/injured child in our own vehicles.
* Whilst waiting for the ambulance, we will contact the emergency contact and arrange to meet them at the hospital.
* A senior member of staff must accompany the child and collect together registration forms, relevant medication sheets, medication and child's comforter if any.
* Staff must remain calm at all times, children who witness an allergic reaction may well be affected by it and may need lots of cuddles and reassurance.
* All incidents will be recorded, shared and signed by parents at the earliest opportunity.

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**Animals in the setting/Visit to farms**

**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 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.
* 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.
* We ensure 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.
* Children are taught correct handling and care of the animal or creature and are supervised.
* Children and staff must wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
* Staff 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, a risk assessment is carried out - this may take account of safety factors listed in the farm’s own risk assessment, which should be viewed.
* The outings procedure is followed.
* Children and staff wash their hands after contact with animals.
* Outdoor footwear worn by children and staff to visit farms is cleaned of mud and debris and should not be worn indoors.

**Legal framework**

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

**Further guidance**

* Health and Safety Regulation…A Short Guide(HSE 2003)

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| Held on |  | (date) |
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| Signed on behalf of the management committee |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair/owner) |  | |

**Arrivals and Departures of children**

It is the policy of the setting to give a warm welcome to each child on their arrival.

The manager or the deputy at our pre -school settings are responsible for welcoming parents/carers on arrival in the morning and during departure in the afternoon. The manager or deputy is responsible for recording the child's arrival and departure in the daily attendance register. Parents/carers are advised to pass any specific information about their child to staff receiving the children in the room to prevent distraction to the manager or deputy doing the register.

The after school club pick up staffs are responsible for recording the arrival of the children they brought to the setting.

It is the responsibility of the manager or deputy of each centres to do the headcount once all the children have arrived at the setting to ensure that all the children expected for the day have been accounted for.

If a parent/carer requests the child to be given prescribed medication during the session, the staff member must ensure that the medication procedure is followed.

The planned departure of the child should be anticipated by the key person in the group, All medicines should be recovered from the fridge or the cabinet only when the parent has arrived and should be handed to him/her personally. The medication policy is to be followed here with regards to receiving a parental signature.

Care plan must be completed with the parent/carer where necessary in order to assist the setting with knowing how to care appropriately for the child and what to do in case of emergency .

If the child is not to be collected by the parent at the end of session, an agreed procedure must be followed to identify the nominated adult. A password is required before the child can be handed over to the nominated adult.

No child should be handed over to anyone other than the known parent unless agreement has been made at the time of arrival. If in doubt check the person's identity by asking the manager to ring the child's parent or their emergency contact.

If no contact can be made with parent/carer to confirm identity, please do not release the child. If still no contact with parent or emergency contacts 30 minutes after end of session please follow uncollected child procedure.

On departure at the pre-school, the children register must be immediately marked by the manager or deputy on door duty to show the times that the children left the premises. On departure at the after school settings, parents/carers on collection of their child/ren sign their child with the time of collection and signature.

It is the responsibility of the manager/deputy and the staff escorting the parent out of the building to remind them to sign their children out. The manager checks the register at regular intervals to ensure that children that have left have been signed out.

**Adults arriving under the influence of alcohol or drugs**

The settings prime focus is the care and safety of the children it cares for. All procedures are written with this in mind.

If an adult arrives to collect a child, whether this is the parent/carer or another designated adult (see above procedure), and they are deemed to be under the influence of an alcohol or drugs, the manager/deputy on duty will assess whether the child's safety and welfare may be impacted if released into this person's care.

The decision will be discussed with the adult and where required an additional named adult will be contacted to collect the child or this will be referred to the duty social care worker if this is not possible. During this time the child will be cared for by another member of staff so they are able to remain calm and engaged in play.

Where an adult is deemed unsuitable to drive due to suspected alcohol or drugs consumption, and may endanger themselves and others if they do, the setting will intervene and endeavour to prevent this individual from getting back into the vehicle. The setting reserves the right to also report such matters to the Police and, in the case of any employees, reserves the right to take disciplinary action as appropriate.

**Arrivals and departures of visitors**

For arrivals and departures of visitors the appropriate records must be completed on entry and exit e.g. in the visitors book or volunteers/student register (visitors badge or volunteer badge must be issued for visitors staying through the session). Manager or deputy must escort visitors to the door and closed the door.

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**Behaviour Management**

# Childville recognises the importance of positive and effective behaviour management strategies in promoting children’s welfare, learning and enjoyment.

The aims of our Behaviour Management policy are to help children to

• Develop a sense of caring and respect for one another.

• Build caring and co-operative relationships with other children and adults.

• Develop a range of social skills and help them learn what constitutes acceptable behaviour.

• Develop confidence, self discipline and self esteem in an atmosphere of mutual respect and encouragement.

## Behaviour Management Strategies

Childville, the manager and the staff team will manage behaviour according to clear, consistent and positive strategies. Parents/carers are encouraged to contribute to these strategies, raising any concerns or suggestions.

Behaviour management in settings will be structured around the following principles:

• Staff and children will work together to establish a clear set of ‘ground rules’ governing all behaviour in Childville settings. These will be periodically reviewed at the breakfast and after school settings so that new children have a say in how the rules of the setting operate.

• Childville ‘ground rules’ will apply equally to all children and staff.

• Positive behaviour will be reinforced with praise and encouragement in all settings.

• Negative behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to re-direct children’s energies by offering them alternative and positive options. Staff will be open in stating and explaining non-negotiable issues.

• When dealing with negative behaviour, staff will always communicate in a clear, calm and positive manner.

• Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.

• Staff will avoid shouting at work.

• Staff will facilitate regular and open discussions with children about their behaviour. This will help them to understand the negative aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions.

• Staff will work as a team by discussing incidents and resolving to act collectively and consistently.

• Staff will try to discuss concerns with parents/carers at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour and share strategies for dealing with it.

• Children who experience bullying, racism or other unacceptable behaviour will be given the confidence to speak out

• Staff will encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation.

-Sand timers will be used at our pre-school settings to promote and encourage turn taking among the children.

• Activities will be varied, well planned and structured, so that children are not easily bored or distracted.

## Dealing with Negative Behaviour

When confronted with negative behaviour, staff will be clear to distinguish between ‘disengaged’, ‘disruptive’ and ‘unacceptable’ behaviour.

‘Disengaged’ behaviour may indicate that a child is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity.

‘Disruptive’ behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them.

‘Unacceptable’ behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying, throwing of equipment or destruction of equipment. Staff will be clear that consequences will follow from such behaviour, including in the first instance, temporarily removing a child from the activity session.

When an incidence of negative behaviour occurs, staff will listen to the child or children concerned and hear their reasons for their actions. Staff will then explain to the child or children what was negative about their behaviour and that such actions have consequences for both themselves and for other people.

Staff will make every attempt to ensure that children understand what is being said to them. Children will always be given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to rejoin the activity.

In the event that unacceptable behaviour persists (breakfast/after school settings), more serious actions may have to be taken, in accordance with the Suspensions and Exclusions policy. At all times, children will have explained to them the potential consequences of their actions.

## The Use of Physical Interventions

Staff will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property.

Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child or children concerned will be warned verbally that physical intervention will be used if they do not stop.

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**BREAST IRONING POLICY**

Much like FGM (Female Genital Mutilation), Breast Ironing is a harmful cultural practice and **is** child abuse.

**What is Breast Ironing**?

Breast Ironing, also known as “breast flattening” is the process whereby young pubescent girls breasts are ironed, massaged and/or pounded down through use of hard or heated objects. This is done in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore kept in education.

Breast ironing is practised in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware.

Estimated range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa.

The United Nations (UN) states that breast ironing affects 3.8 million women around the world and has been identified as one of the five under-reported crimes relating to gender-based violence.

**Breast Ironing in the UK**

Concerns have been raised that breast ironing is also found to be amongst African communities in the UK, with as many as a 1,000 reported cases of young girls being subjected to breast ironing. These cases have mainly been from the Birmingham and London areas. Keeping Children Safe in Education (2016) mentions breast ironing on page 54, as part of the section on so called “Honour Violence”.

Professional working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing.

**The Indicators**

Breast ironing is a well-kept secret between the young girl and her mother/grandmother. Some indicators that a girl has undergone breast ironing are as follows:

* Unusual behaviour after absence from school or college including depression, anxiety, aggression, withdrawn etc;
* Reluctance in undergoing normal medical examinations;
* Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear;
* Fear of changing for physical activities due to scars showing or bandages being visible.

Breast Ironing = Physical Abuse

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditions practices, it is not against the law.

There is no specific law within the UK around breast ironing, however, it is a form of physical abuse and if professionals are concerned a child may be at risk of or suffering significant harm they must refer to their Local Safeguarding Children’s Board Procedures.

**Health Consequences & Outcomes**

Due to the instruments which are used during the process of breast ironing, for example spoon/broom, stones, pestle, breast band, leaves etc, combined with the insufficient aftercare, young girls are exposed to significant health risks. Breast ironing is extremely painful and violates a young girl’s physical integrity. It exposes girls to numerous health problems such as, abscesses, itching and discharge of milk, infection, dissymmetry of the breasts, cysts, breast infections, severe fever, tissue damage   and even the complete disappearance of one of both breasts. In some extreme cases, breast ironing can even be related to the onset of breast cancer.

Breast ironing can also have a massive impact on young girl’s social and psychological well-being.

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**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 2015We 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)

|  |  |  |
| --- | --- | --- |
| This policy was adopted by |  | *(name of provider)* |
| On |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Other useful Pre-school Learning Alliance publications**

* Guide to the Equality Act and Good Practice (2015)

**Childcare terms and conditions**

**Childville Terms and Conditions**

The document and the terms and conditions within it govern the basis on which Childville (referred to here as [‘we’ / ‘our’ / ‘us’]) agree to provide childcare services to parent(s)/guardian(s) (referred to as ‘you’).

Only a parent/guardian with parental responsibility for a child can register that child for a childcare place with us. We will ask to see your child’s birth certificate, or other relevant documentation, to confirm that you have parental responsibility for the child as part of our registration process.

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| --- | --- | --- | --- | --- |
| **Commencement date of agreement:** | |  | **Expiry date of agreement**: |  |
| **Review date:** |  | | | |

**Our details:**

[Name of registered childcare provider] : Childville After School Services Limited

[Registered address] : 109B High Street, Hemel Hempstead, Herts, HP1 3AH

Telephone: 07919913302

Email: chilvillecentre@yahoo.om

Registered body: Ofsted

Insured by: Morton Michel Childcare Insurance

Insurance policy number: Policy certificate displayed on notice board at each setting

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| **Your details:** | | | | | | | | | | | | | | | | | | | | |
| Full name of parent/guardian (1) | | | | | |  | | | | | | | | | | | | | | |
| Address |  | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| Telephone | |  | | | | | | | | Email | |  | | | | | | | | |
| Full name of parent/guardian (2) | | | | | |  | | | | | | | | | | | | | | |
| Address |  | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| Telephone | |  | | | | | | | | Email | |  | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| Full name of child | | | |  | | | | | | | | | | | | Date of birth | | |  | |
|  | | | | | | | | | | | | | | | | | | | | |
| **Our offer for a childcare place for your child:** | | | | | | | | | | | | | | | | | | | | |
| Expected start date of child’s place | | | | | | | |  | | | | | | | | | | | | |
| Settling in period | | |  | | | | | | | | | | | | | | | | | |
| Agreed hours: | | | | | | | | | | | | | | | | | | | | |
|  | | | | | Monday | | | | Tuesday | | | | | Wednesday | | | Thursday | | | Friday |
| Agreed times of attendance AM/PM | | | | |  | | | |  | | | | |  | | |  | | |  |
| Total daily hours | | | | |  | | | |  | | | | |  | | |  | | |  |
| Offered over [number of weeks] weeks per year. | | | | | | | | | | | | | | | | | | | | |
| We are open and providing childcare term time only and closed on bank holidays and school inset days. | | | | | | | | | | | | | | | | | | | | |
| Deposit received | | | | Yes □ | | | No □ | | | | | | First payment due | | | | | Date | | |
| Will the child receive nursery education funding (Pre school) | | | | | | | | | | | Yes □ | | | | No □ | | | | | |
| Details of any other funding provided by other third parties (e.g. employers childcare vouchers) | | | | | | | | | | | | | | | | | | | | |
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**Terms and conditions**

* 1. **Our obligation to you**
  2. We will inform you as soon as possible whether your application for a place has been successful. You must confirm within one week of receiving notification that you still wish to take up a place. If you do not then the offer of a place may be withdrawn. Once you have confirmed the place, a deposit payment will be required to hold the place for your child. The monetary value of the deposit will be 2 weeks fee equivalent of fee as part of our schedule of fees. The deposit will be net off against payment of the final fee at the end of your child’s attendance at our provision upon given 4 week’s written notice We will provide the agreed childcare facilities for your child at the agreed times (subject to any days when we are closed). If we change the opening hours, we will give you as much notice of our decision as possible and, if necessary, will work with you to agree a change to your child’s hours of attendance.
  3. We will adhere to the principles of the General Data Protection Regulations (2018) when collecting and processing information about you and your child. We explain how your data is processed, collected, kept up-to-date in our Privacy Notice which is given to you at the point of registration.
  4. We will try to accommodate any requests you may make for additional sessions and/or extended hours of childcare.
  5. We will notify you as soon as possible of any days we will be closed.
  6. We will treat your child with the utmost respect and dignity. We will never use or threaten any type of punishment that could adversely affect a child’s wellbeing.
  7. We will provide you with regular verbal updates as to your child’s progress and we will agree times to discuss with you the progress of your child or any other aspects of our childcare services as and when required.
  8. We will comply with the requirements of the Early Years Foundation Stage and our Ofsted registration in regards to the childcare services we provide for your child.
  9. We will provide you with details of our policies and procedures, which outline how we satisfy the requirements of the EYFS in our everyday practice; and we will notify you as and when any changes are made to our policies and procedures. We will be available to discuss or explain our policies and procedures, and/or any relevant changes, at a mutually agreed time.
  10. We will maintain appropriate insurance to cover our childcare activities.
  11. We will try to make a place available to any of your other children. However, we cannot guarantee that a place will be available.

1. **Your obligation to us**
2. You will need to complete and return our *Application to Join* where applicable or *Registration Form* to us before your child can start with us.
3. You must notify us immediately of any changes to the information you have provided to us and keep us informed of any other necessary information that may affect the childcare that we provide for your child.
4. The *Registration Form* includes medicine consent and emergency treatment authorisations which you will need to complete prior to your child attending.
5. You will read and abide by our policies and procedures.
6. You will make yourself available as and when required to discuss the progress of your child or any factor relating to their childcare place with us at mutually agreed times.
7. You must immediately inform us if your child is suffering from any contagious disease, or if your child has been diagnosed by a medical practitioner with a notifiable disease. For the benefit of other children attending you must not allow your child to attend whilst they are contagious and pose a risk to other children during normal daily activities.
8. You must keep us informed of the identity of the persons who will be collecting your child. If the person who is due to collect your child is not usually responsible for collecting them we will require proof of identity. If we are not reasonably satisfied that the person collecting your child is who we were expecting, we will not release your child into their care until we have checked with you.
9. You must inform us immediately if you are not able to collect your child by the official collection time. You must make arrangements for another authorised person to collect your child as soon as possible. A late payment charge will be applied; please refer to the current fee schedule for details.
10. You will inform us as far in advance as possible of any dates on which your child will not be attending.
11. You will provide us with at least one month’s written notice of your intention to decrease the number of days your child attends or to withdraw your child and end this Agreement. If insufficient notice is given you will be responsible for the full fees for your child for one month from the date of notice. If you are ending this Agreement, notice must be given in writing.
12. You must inform us if your child is the subject of a court order and provide us with a copy of such order on request.
13. **Payment of fees**
14. Our fees are based on a weekly fee that shall be notified to you in advance of your child starting (‘[Weekly] Fee’). We may review these fees at any time but shall inform you of the revised amount at least [one month] before it takes effect. If you do not wish to pay the revised fee, you may end this Agreement by giving us one month’s written notice.
15. Fees must be paid on a weekly or monthly basis, in advance. We calculate the amount payable by you each month by multiplying the [Weekly] Fee by the number of weeks we are open per month.
16. All payments made under the Agreement should be by cash or cheque in advance. Monthly payment can be made by standing order or bank transfer in advance and proof of payment must be provided to the setting manager. If payment is made by cash or cheque, you can request for a receipt as proof of payment. Late payments incur a late payment fee of £5. [In addition, daily interest may be charged on all outstanding amounts at the rate of [3%] above the Bank of England base rate.]
17. If the payment of fees referred to in 3.3 is outstanding for more than 14 days then we may terminate this Agreement by giving you 14 days’ notice in writing. Upon termination of this contract the child shall cease forthwith to be admitted, and the notice to so terminate shall be regarded as a formal demand for outstanding monies.
18. If you have requested additional sessions or have been unable to collect your child by the official collection time and we have as a result provided you with additional childcare facilities, we will charge the applicable late fee at the rate of £1 per minute.
19. No refund will be given for periods where the place is unfulfilled due to illness or holidays on the part of either party. All our settings are closed on bank holidays and our pre schools are closed for inset training days one day per term to support our continuing professional development for the benefit of children and families; no refund is given for this closure as this has already been taken into account when calculating your child’s fees. We accept no liability for other costs which you incur if we are unable to provide childcare for any reason.
20. In the event of late collection of your child, we reserve the right to charge £1 per minute late fee.
21. **Suspension of a child**
22. We may suspend the provision of childcare to your child at any time if you have failed to pay any fees due.
23. If the period of suspension for non-payment of fees exceeds one month, either of us may terminate this Agreement by giving written notice, which will take effect on receipt of the notice.
24. We do not support the exclusion of any child on the grounds of behaviour. However, if your child’s behaviour is deemed by us to endanger the safety and well-being of your child and/or other children and adults, it may be necessary to suspend the provision of childcare whilst we try to address these issues with you and external agencies as appropriate.
25. During any period of suspension for behaviour-related issues we will work with the local authority and where appropriate other welfare agencies to identify appropriate provision or services for your child.
26. If your child is suspended part way through the month, under the conditions stated in clause 4.3 we shall give you a credit for any fees you have already paid for the remaining part of that month, calculated on a pro rata basis. This sum may be offset against any sums payable by you to us.
    1. **Termination of the Agreement**
    2. You may end this Agreement at any time, giving us at least one month’s written notice.
    3. We may immediately end this Agreement if:

5.2.1 You have failed to pay your fees;

5.2.2 You have breached any of your obligations under this Agreement and you have not or cannot put right that breach within a reasonable period of time after we have drawn it to your attention;

5.2.3 You behave unacceptably, as we do not tolerate any physical or verbal abuse or threats towards staff;

5.2.4 We take the decision to close. We will give you as much notice as possible in the event of such a decision.

* 1. It may become apparent that the support we are able to offer your child is not sufficient to meet his/her needs. In these circumstances we will work with you, the local authority and other welfare agencies as per our procedures to identify appropriate support, at which point we may end this Agreement.
  2. You may end this Agreement if we have breached any of our obligations under this Agreement and we have not or cannot put right that breach within a reasonable period after you have drawn it to our attention.

1. **General**
2. If we have to close or we take the decision to close due to events or circumstances beyond our] control (e.g. extreme weather conditions) the [Weekly] Fee will continue to be payable in full and we shall be under no obligation to provide alternative childcare to you. If the closure exceeds three consecutive days in duration excluding any days when we would otherwise have been closed, we will credit you with an amount that represents the number of days closed in excess of three days.
3. If you have any concerns regarding the services we provide, please discuss them with your child’s key person. If these concerns are not resolved to your satisfaction, please speak to the manager]. Customer satisfaction is paramount and any concerns/complaints will be dealt with in line with our *Making a Complaint* *Policy*.
4. From time to time we will take photographs and video recordings of the children who attend. These photographs are used for on-going recording of our curriculum and for children’s individual development records. They are stored on our computer whilst your child is with us. The photographs are used for display and for your child’s records within the setting. If we wished to use any image of your child for training, publicity or marketing purposes, we would always seek your written consent for each image we intend to use, as indicated on our *Registration Form*.
5. We reserve the right to refuse to admit your child if they have a temperature, sickness and diarrhoea or a contagious infection or disease on arrival at our setting, or to ask you to collect your child if they become unwell whilst in our care, in line with our *Managing Children who are Sick, Infectious or with Allergies* *Policy*.
6. Whilst food and drink is provided on the premises, we are not a commercial kitchen and may not be able to cater for the individual needs of every child. As cross contamination cannot be ruled out, a risk assessment is conducted for children with any known allergies. It is our usual practice to provide both a meat and vegetarian option where applicable. Every effort is made to follow recommended food preparation guidance and to ensure that all staff involved in the preparation and serving of food are suitably trained in the preparation and serving of food.
7. Any personal information you supply to us will be collected, stored and used in accordance with the principles of the General Data Protection Regulations (GDPR) (2018) and our *Confidentiality and Client Access to Records Policy*. We will always seek your consent where we need to share information about your child with any other professional or agency. We are required by law to override your refusal to give consent only in specific circumstances where the child or someone in the family may be in danger if we do not share that information.
8. **This Agreement**
9. We reserve the right to vary the terms and conditions contained in this Agreement
10. This Agreement contains the full and complete understanding between the parties and supersedes all prior arrangements and understanding whether written or oral relating to the subject of this Agreement except to the extent that we vary terms from time to time.
11. Acceptance of a place will be deemed as acceptance by you of these terms and conditions.

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| **Acceptance of our offer of a childcare place**  Please sign below to indicate that you have read and understood the above terms and conditions and to confirm your acceptable of a childcare place with [us/me] for your child.  For parent(s)/guardian(s) under the age of 18, a guarantor aged over 18, must also sign the contract on your behalf. The contract would therefore be between Childville, you and the guarantor.  A copy of this completed and signed contract will be provided to each signatory. | | | | | | | | | | | | | | |
| Parent name 1 | | | |  | | | | | | | | | | |
| Signed | | |  | | | | | | | Date | |  | | |
| Parent name 2 | | | |  | | | | | | | | | | |
| Signed | | |  | | | | | | | Date | |  | | |
| Guarantor name (where applicable) | | | | | | | |  | | | | | | |
| Signed | |  | | | | | | | | Date | |  | | |
| Relationship to the child | | | | | |  | | | | | | | | |
| Home address | | | |  | | | | | | | | | | |
| Daytime/work telephone | | | | |  | | | | Mobile | |  | | | |
| Email | |  | | | | | | | | | | | | |
| Signed on behalf of [name of provision]: | | | | | | | | | | | | | | |
| Signed |  | | | | | | | | | | | | Date |  |
| Name |  | | | | | | | | | | | | | |
| Role (owner, director or trustee) | | | | | | |  | | | | | | | |

**Children’s records**

**Policy statement**

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the General Data Protection Regulations (GDPR) (2018) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Privacy Notice, Confidentiality and Client Access to Records Policy and our Information Sharing Policy.

**Procedures**

If a child attends another setting, we establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents and/or carers into the child’s records.

We keep two kinds of records on children attending our setting:

*Developmental records*

* These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
* These are usually kept in locked cabinet or cupboard at each setting and can be accessed, and contributed to, by our staff, the child and the child’s parents.

Personal records

These may include the following (as applicable):

* Personal details – including the child’s registration form and any consent forms.
* Contractual matters – including a copy of the signed parent contract, the child’s days and times of attendance, a record of the child’s fees, any fee reminders or records of disputes about fees.
* Child’s development, health and well-being – including a summary only of the child’s EYFS profile report, a record of discussions about every day matters about the child’s development health and well-bring with the parent.
* Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an SEN action plan) and records of any meetings held.
* Welfare and child protection concerns – including records of all welfare and protection concerns, and [our/my] resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.
* Correspondence and Reports – including a copy of the child’s 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
* These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which our manager keeps secure in on the premises or other suitably safe place.
* We read any correspondence in relation to a child, note any actions and file it immediately
* We ensure that access to children’s files is restricted to those authorised to see them and make entries in them, this being our manager, deputy or designated person for child protection, the child’s key person, or other staff as authorised by our manager and other staff as authorised the management.
* We may be required to hand children’s personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children’s personal files are not handed over to anyone else to look at.
* Parents have access, in accordance with our Privacy Notice, Confidentiality and Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
* Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
* We retain children’s records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

## Archiving children’s files

* When a child leaves our setting, we remove all paper documents from the child’s personal file and place them in a leaver’s folder, with the date the child left in front of the registration form. We stored the folder in a safe place (i.e. a locked cabinet) for three years. After three years it is destroyed.
* If data is kept electronically it is encrypted and stored as above.
* Where there were s.47 child protection investigations, we store the paperwork in an envelope and mark the envelope with a star and store it for 25 years.
* We store financial information according to our finance procedures.

## Other records

* We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.
* Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

**Legal framework**

* General Data Protection Regulations (GDPR) (2018)
* Human Rights Act (1998)

**Further guidance**

* Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)

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| --- | --- | --- |
| This policy was adopted by |  | *(name of provider)* |
| On |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Children’s rights and entitlements**

**Policy statement**

* We promote children's right to be strong, resilient and listened to by creating an environment in our settings that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
* We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
* We promote children's right to be strong, resilient and listened to by enabling children to have the self- confidence and the vocabulary to resist inappropriate approaches.
* We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
* We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

**What it means to promote children’s rights and entitlements to be ‘*strong, resilient and listened to’.***

To be strong means to be:

* secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
* safe and valued as individuals in their families and in relationships beyond the family, such as day care or school; self assured and form a positive sense of themselves – including all aspects of their identity and heritage;
* included equally and belong in early years and pre and after school settings and in community life;
* confident in abilities and proud of their achievements;
* progressing optimally in all aspects of their development and learning;
* part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
* able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

* be sure of their self worth and dignity;
* be able to be assertive and state their needs effectively;
* be able to overcome difficulties and problems;
* be positive in their outlook on life;
* be able to cope with challenge and change;
* have a sense of justice towards themselves and others;
* develop a sense of responsibility towards themselves and others; and
* be able to represent themselves and others in key decision making processes.

To be listened to means:

* adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
* adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
* adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
* adults respect children’s rights and facilitate children’s participation and representation in imaginative and child centred ways in all aspects of core services.

|  |  |  |
| --- | --- | --- |
| This policy was adopted at a meeting of |  | *(name of provider)* |
| Held on |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Code of Conduct for Parents and Carers**

It is the aim of our setting to provide a friendly and respectful environment for all children, staff and families. The setting management and staff have a duty to respect the staff code of conduct an in turn we would like parents to take note of their responsibilities as parent to ensure our ethos is continued. We are committed to ensuring that all children are safeguarded whilst in our care, and so with this all in mind, you can help us to maintain our responsibilities in the following ways:

**Please do:**

* Share information with the staff on your child's development, health and well being.
* Let us know if someone else is collecting your child and give them a password.
* Let us know if you are picking up your child directly from school (After school settings only) to avoid confusion and disruption to other children being picked up.
* Collect your child on time - if you are going to be unavoidably late then please contact the nursery to let them know.
* Ensure you can safely transport your child to and from the setting using age appropriate car seat restraints.
* Discuss any worries, concern or complaints with your child's Key Person or the setting manager, as appropriate.
* Respect decisions regarding exclusion of children due to illness or behaviour.
* Adhere to arrival times.

**Please refrain from:**

* Shouting at, smacking or physically punishing your child(ren) or any other children whilst in the setting.
* Using inappropriate language or displaying aggressive or intimidating behaviour towards the staff, children or other parents/carers either in person, on the phone or in writing.
* Collecting your child(ren) from nursery if you have consumed alcohol, medication or other substances that have affected your judgement or responses.
* Discussing sensitive issues within earshot of your child or other children or other adults.
* Taking photos or videos of children other than your own, unless agreed by a member of the senior team.
* Using your mobile whilst in the children's hall or gardens.

Failure to adhere to any of the above may place your child's place at the setting in jeopardy although this action will only be taken if all other avenues have been explored and the management feel it is the only possible course of action left open to them. The setting believes that if the above points are adhered to, a safe, friendly and respectful environment will be created.

# Confidentiality and client access to records

# Policy statement

*‘Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.’*

*Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers* (HMG 2015)

In our setting, staff and managers can be said to have a ‘confidential relationship’ with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998).

**Confidentiality procedures**

* Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
* Information shared with other agencies is done in line with our Information Sharing Policy.
* We always check whether parents regard the information they share with us to be confidential or not.
* Some parents may share information about themselves with other parents as well as with our staff; we cannot be held responsible if information is shared by those parents whom the person has ‘confided’ in.
* Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
* We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy and Privacy Notice) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
* We keep all records securely (see our Children's Records Policy and Privacy Notice).
* Information is kept in a manual file, or electronically. [Our staff may also use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept.
* Where it is helpful to keep an electronic copy, we download it onto a designated setting disc, labelled and kept securely in the locked file. [No documents are kept on the hard drive. This is because the settings’ PC’s do not have facilities for confidential user folders.]
* Our staff discuss children’s general progress and well being together in meetings, but more sensitive information is restricted to our manager and the child’s key person, and is shared with other staff on a need to know basis.
* We do not discuss children with staff who are not involved in the child’s care, nor with other parents or anyone else outside of the setting.
* Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
* Where third parties share information about an individual to us; our practitioners and manager check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

## Client access to records procedures

Parents may request access to any confidential records we hold on their child and family following the procedure below:

* The parent is the ‘subject’ of the file in the case where a child is too young to give ‘informed consent’ and has a right to see information that our setting has compiled on them.
* Any request to see the child’s personal file by a parent or person with parental responsibility must be made in writing to the setting leader or manager.
* We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
* Our written acknowledgement allows 40 working days for the file to be made ready.
* A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil.
* Our manager informs their line manager and legal advice may be sought before sharing a file.
* Our manager goes through the file with their line manager and ensures that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party.
* We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
* They are asked to reply in writing to our manager giving or refusing consent for disclosure of that material.
* We keep copies of these letters and their replies on the child’s file.
* ‘Third parties’ include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc. we write to each of them to request third party consent.
* Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
* Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered ‘sensitive’ and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
* When we have received all the consents/refusals our manager takes a photocopy of the complete file. On the copy of the file, our manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
* The copy file is then checked by the line manager and legal advisors to verify that the file has been prepared appropriately.
* What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the ‘clean copy’.
* We photocopy the ‘clean copy’ again and collate it for the parent to see.
* Our manager informs the parent that the file is now ready and invite[s] him/ her to make an appointment to view it.
* Our manager and their line manager meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent’s legal representative or interpreter.
* The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent,[we never hand it over without discussion.
* It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
* If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaints procedure.
* The law requires that the information we hold must be held for a legitimate reason and must be accurate (see our Privacy Notice). If a parent says that the information we] hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent’s view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
* If there are any controversial aspects of the content of a child’s file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
* We never ‘under-record’ for fear of the parent seeing, nor do we make ‘personal notes’ elsewhere.

Telephone advice regarding general queries may be made to The Information Commissioner’s Office Helpline 0303 123 1113.

All the undertakings above are subject to the paramount commitment of our setting, which is to the safety and well-being of the child. Please see also our policy on Safeguarding Children and Child Protection.

**Legal framework**

* General Data Protection Regulations (GDPR) (2018)
* Human Rights Act (1998)

### Further guidance

* Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

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| This policy was adopted by |  | *(name of provider)* |
| On |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |



**Coronavirus Policy (COVID-19)**

To all service users of Childville Pre School, Breakfast and After School Club

**Introduction**

This policy applies to all employee’s and service users including parents, children and  third party users, social care, police and fire rescue services and any other person wishing to gain reasonable access to the setting (this list is not exhaustive of all users defined).

**Purpose of the Policy**

To protect all employee’s and service users of Childville, including parents and children, from encountering Coronavirus (COVID-19).

To maintain the minimum level of staff needed to continue to provide early years education service and to meet the welfare and care needs of the children who attend the setting.

To ensure the prevention of the spread of Coronavirus (COVID-19) remains at a minimum risk.

**Pre School Closure**

At anytime that it is felt necessary to prevent the spread of Coronavirus (COVID-19) and to ensure the health and safety and welfare of all employee’s, children, parents and service users, Childville will continually monitor the risk factor of keeping the setting open as a viable option, and may so at any time, revert to a closed status, with no children permitted on site, to a partially closed status, where setting places may well be limited to, but not excluding, vulnerability, age, need of care, critical key worker status of parents, special educational needs (SEND), children whom have an EHCP plan in place, children in care, children who have a social worker allocated to them already.

**Monitoring**

Childville is closely monitoring and gathering information from the Department of Health England, The Department of Education, our Local Authority (Barking and Dagenham) and any and all guidelines delivered and updated through official government sources constantly to ensure that we have the most up to date information and work place practises concerning the spread and containment of the Coronavirus (COVID-19).

This includes all training and delivery methods to all employee’s, Directors and any other third party associated with the running or participation with Childville.

Childville reserves the right to make all changes to this document to uphold guidance of safe working practises and delivery methods for the early years education sector.

**General**

• Employee’s are always advised to practise strict hygiene and cleanliness procedures.

• Employee’s must wash their hands at regular intervals for a minimum of 20 seconds using soap and warm water.

• Employee’s are advised to cough or sneeze into their elbow when a tissue or other vessel cannot be reached in time and are then to always wash their hands afterwards.

• Employee’s are advised to avoid contact with others, such as handshakes and are to maintain a social distance of 2 meters (6ft)

• Employees are to avoid touching their eyes, nose, and face whilst on the premises and whilst children are in their care.

• Employee’s must wash all their uniform before entering the premises for their next shift.  This must include the cleaning of all appropriate footwear.

• At the end of each day, all employee’s must sanitise all surfaces, toys, toileting areas, outdoor areas and equipment, ready for the following days usage, this includes all outside toys to be stored away in secure storage containers at the end of every working day and before weekend/holiday period closures or closures for health and safety measures.

• Only disposable towels, provided for by Childville, will be permitted for use whilst on the premises.

• No prams, scooters, bikes, or any other items are to be left at the setting at any time.

• Please be aware that your children will meet both staff members and other children attending the setting during the session times.  Although every measure will be taken to ensure that your child has minimal contact with others, children of the early years age group will inevitably want to hug and touch others through play or when needing comfort.  Therefore it is vital that not only we will adhere to best practise hygiene policies throughout the day, but that parents can also support this by changing their children into different clothing when they return home and placing that days clothing in the wash.  If your child needs comfort, our staff will comfort them and will do their absolute best to make sure that all their social, emotional and wellbeing is met whilst in attendance at Childville.

• We do ask that at all times, you respect our neighbours (where applicable),  with any social distancing measures that they may have in place outside, and that you adhere to those wishes also.

**Hygiene on Arrival**

• All parents, children, third party associates and service users must adhere to the floor markings when entering our setting. and must not cross over  Parents will be allowed to drop children 15minutes prior to opening time to allow for social distancing to be maintained.  Only the parent(s) of the child may collect the child and one other, in case of work commitments/emergencies.  This will reduce the social contact to help keep the welfare and safety of our staff a top priority.

• Parents will provide nappies/wipes/sun cream/sunhats/spare underwear or clothing, in the event of an accident in a disposable bag to be stored in the child bag at the setting. Parents are not permitted to bring in any toys from home.  If you require an urgent need for a specific item which is conducive to your child attending the setting, then this must be discussed with the settings manager and agreed upon before an item comes onto the premises.  All clothing that the children attend in must have been washed prior to the day of your arrival.  If you are to re-use the same clothing, for example your child’s uniform, then this must be washed daily before the arrival of your child on their next session.

• Children bags brought on the first day will be stored at the setting to minimise the spread and coming into contact of the coronavirus (COVID-19).

• If your child stays for a lunch, all food and drinks must be in their lunch box which will be wipe down with sanitiser once all the children settles down to minimise risk of coronavirus.

**Hygiene during the day**

• Children will be actively encouraged to wash their hands after every activity or after playing in a specific area.  We will use water and hand soap for this with a minimum wash time of 20 seconds per child, demonstrating good modelling behaviours for the children to see best practise when doing this. After an activity/toy playing session has ended, all equipment/toys shall be cleaned after every use.

• Children’s temperatures will be taken upon arrival to the setting.  If upon arrival, your child is displaying a temperature of 37.8 degrees, has a new cough, looks generally unwell or is displaying any other signs associated with coronavirus (COVID-19) then your child will be excluded for a period of 10 days for self-isolation following the Department of Health England and the government’s guidelines at present.  You will be given a date of when your child can attend again.  Your child must not attend the setting before this date has expired.  This will then help to control the spread of the virus within our setting.  Should your child get tested during this time period, and a negative test comes back before the expiration of the allotted time, then providing you consent to give a copy of this for insurance purposes, your child may then attend sooner.

• Should you or an adult present with symptoms within your household, then you have a duty of care to inform the setting at your available opportunity and without unreasonable delay. Should you fail to do this, your child’s place within the setting may be terminated without notice.

•Children will still be allowed to serve their own snack on their plates using tongs provided which will be cleaned before each new child uses the equipment where applicable or serve themselves with their own spoons.  The same process will be followed when the children access milk and water during snack time.  This will help to promote confidence and fine motor skills whilst maintaining best practice with hygiene procedures.

• At snack, nappy changes/toileting help and any other close contact with the children, staff will be required to wear the appropriate PPE equipment as supplied by Childville.

• All employees will have a designated area to hang belongings, and phones are handed to the manager for storage. Staff leaves all belongings at their own risk whilst on the premises and Childville accept no liability for loss or damage currently.

• Staff are only permitted to bring one small bag, if necessary and a coat.  No other items from home shall be permitted in the setting during this time.

• Both the kitchen and toileting/nappy changing areas will be regularly cleaned and sanitised during the day by all employees.

• Staff will only be permitted to bring a lunch in a disposable container.  No duel use or multiple use containers/vessel will be allowed on the premises.

**Hygiene upon leaving**

• Parents/or designated carer’s must only attend the setting with prior arrangement and this will be allowed when children are not in the setting.

• All parents must maintain the social distancing and wait until called forward by a member of staff to collect their child.

• If your child comes home in spare clothing from the setting.  Please can you ensure that this is washed and returned to the setting upon your child’s next attend session.

• Once your child has been collected, please leave immediately.  Please do not remain outside of the building for any other reason.

• If you require to talk to the staff regarding your child’s attendance, a telephone consultation will be arranged for you.

• If you are required to sign an accident/incident form from an occurrence that may have happened that day, a staff member will bring you the relevant form to you by the door when you collect your child.

• If you require your child to go home with the use of a pram or other aid, can we please ask that you move away from the main door area, and only put the child on when safe to do so, by following social distancing rules.

**Safeguarding and Welfare Requirement: Child Protection**

**Critical incident and emergency plan.**

**Introduction**

At Childville After School Ltd we understand that we need to plan for all eventualities to ensure the health, safety and welfare of all children we care for. With this in mind we have a critical incident policy in place to ensure our business is able to operate effectively in the case of a critical incident.

An emergency is ‘an event or circumstance which happens with or without warning that causes or threatens injury to people, disruption to nursery/setting operations, or damage to property or to the environment’.

**Procedures**

We will implement the critical incident and emergency plan under the following circumstances:

* Fire damage
* Flooding
* Snow and ice
* High levels of sickness among staff or children
* Flu pandemic
* A break in, burglary of personal or the settings property.
* Abduction or threatened abduction of a child
* Death of a child or adult in the setting
* Bomb threat/terrorism attack
* Any other incident that may affect the care of the children in the nursery.

If any of these incidents impact on the ability for the nursery to operate, we will contact parents or carers via telephone, email or text message.

**Fire**

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. It is the duty of all employees, paid or voluntary, to cooperate in the implementation of this policy and to report to the manager any instances where the proper procedures are not being implemented e.g. wedging open the fire doors, escape routes obstructed by equipment or rubbish and the reporting of faulty electrical equipment.

We have procedures in place for fire safety and emergency evacuation.

We have a fire risk assessment in place that identifies what we do and how we do it in order to meet the fire regulations act. In the event of a fire being discovered, we will follow our emergency evacuation procedure.

**Flood**

There is always a danger of flooding from adverse weather conditions or through the water/central heating systems. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our central heating systems are checked and serviced annually by our landlords and they conform to all appropriate guidelines and legislation.

If flooding occurs during the nursery day, the setting manager will make a decision based on the severity and location of this flooding, and it may be deemed necessary to follow the fire evacuation procedure. In this instance children will be kept safe and parents and carers will be notified in the same way as the fire procedure.

**Snow and ice**

The manager assesses the risk to staff and children and makes the decision whether to close or not. When the decision to close has been made before opening times, a message is sent to the parents via the setting Whatsapp group, website and we attempt to phone parents to let them know. It is possible in the event of snow to predict and prepare parents for potential closures in advance. This is done by announcing our procedure for closure and informing them of the website address.

Should there be a heavy snowfall during the session; parents will be called to pick children up early. This should provide time for parents, children and staff to get home safely.

**High levels of sickness among staff and children**

Infections can spread easily in early year’s settings where groups of children, whose young immune systems are still developing, share activities and play closely together. Although most cases of illness in settings will be minor, some infections have serious health implications.

In all cases, infections need to be managed effectively by the setting to prevent an outbreak. This may mean short term closures. The management team will work together with the local authority and will monitor the length of the outbreak, so we can decide to safely restart suspended activities. This will help us to identify recurring patterns in illness and identify whether the illness is new or a continuation of a previous outbreak.

Closures may also be necessary if staff becomes ill and that there are not enough practitioners to maintain ratio’s determined by the Early Years Foundation Stage (2017) Statutory Welfare Requirements.

**Flu Pandemic**

It is possible during a national emergency, such as a pandemic where an illness spreads quickly throughout the country infecting large numbers of people, that the government will decide that it is in the best interests of the welfare of adults and children for schools and childcare settings to temporally close. A plan for responding to a flu pandemic is in place and our local authority keeps us up to date with any national guidance for planning an emergency response as it is released.

**Burglary**

The management of the nursery follow a lock up procedure which all doors and windows are closed and locked before vacating the premises.

The duty manager will always check the premises as they arrive in the morning. Should they discover that the nursery has been broken into they will follow the procedure below:

* Dial 999 with as many details as possible, i.e. name and location, details of what you have found and emphasise this is a nursery and children will be arriving soon.
* Contain the area to ensure no one enters until the police arrive. The staff will direct parents and children to a separate area as they arrive. If all areas have been disturbed staff will follow police advice, including following the relocation procedure under flood wherever necessary to ensure the safety of the children.
* The manager on duty will help the police with enquiries, e.g. by identifying items missing, areas of entry etc.
* A manager will be available at all times during this time to speak to parents, reassure children and direct enquires.
* Management will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the nursery.

**Abduction or threatened abduction of a child**

At Childville After School Services Ltd we take the safety and welfare of the children in our care extremely seriously. As such we have secure safety procedures in place to ensure children are safe whilst in our care, this includes safety from abduction.

Staff must be vigilant at all times and report any persons lingering on nursery property immediately. All doors and gates to the nursery are locked and unable to be accessed unless a staff member allow individuals in. Parents and carers are reminded on a regular basis not to allow anyone into the building whether they are known to them or not. Children will only be released into the care of a designated adult.

Parents and carers are requested to inform the nursery of any potential custody battles or family concerns as soon as they arise, so the nursery is able to support the child. The nursery will not take sides in relation to any custody battle and will remain neutral for the child. If an absent parent or carer arrives to collect their chid, the nursery will not restrict access unless a court order is in place. Parents and carers are requested to issue the nursery with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parents involved.

**If a member of staff witnesses an actual or potential abduction from nursery the following procedure will be followed:**

* The police must be called immediately and given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may impact on this abduction.
* The staff member will notify management immediately and the manager will take control.
* The parents or carers will be contacted.
* All other children will be kept safe and secure and calmed down where necessary.

**Death of a child or an adult**

When an unexpected or sudden death occurs in the setting it is extremely distressing for the staff and children. If a child or adult dies unexpectedly in the setting, the staff should call 999 immediately and follow the advice of the emergency services; moving the other children and adults to a place of safety. The police will normally inform the individual’s next of kin.

We would follow the instructions of the police while they collect evidence and carry out their investigation and would check with the police as to what information can be given to the staff and families at this time.

When carrying out an investigation into the circumstances of the death of a child the police will work closely with the local safeguarding board and children’s social care.

Our management team will report any deaths that occur in relation to their work activities to health and safety executive and OFSTED as soon as possible, and comply with their investigations and any actions they advise.

Our insurance company should also be informed. An incident report will need to be completed.

Coping with the shock and grief following a sudden death, it will be difficult for all at the setting. The Child Bereavement Charity provides advice on ways to support children and adults who have been affected by death and can be contacted on 01494 446648. Staff will also be supported as necessary.

**Bomb threat**

If a bomb threat is received at the nursery, the person taking the call will record all details given over the phone as soon as possible and raise the alarm as soon as the phone call is terminated. The management will follow the fire evacuation procedure and take advice from the emergency services to ensure the safety of all on the premises and will provide as much detail to the emergency services as possible.

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| This policy was adopted by |  |  | |
| On |  |  | |
| Date to be reviewed |  |  | |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Door Security Policy**

It is the policy of Childville to give a warm welcome to visitors coming to our setting. It goes without saying that the safety of the children attending all our settings and the staff is of utmost importance.

To this end please note:

* Entry to all our settings are kept locked at all times and visitors will press the door bell or telephone the centre to gain access.
* Only setting managers and their deputy or senior management are allowed to open the door to visitors at our pre schools
* All staff members are allowed to open the door to parents/carers and visitors at our breakfast and after school clubs and staff members must escort all visitors in and out of the building.
* ALL visitors to the settings should wait to be admitted. Visitors badge should be issued to official visitors and volunteers staying through the session.
* All official visitors to the setting must show their ID to the manager or staff member before they can be allowed into the setting.
* All visitors will be asked to sign a visitor’s book.
* Visitors must be shown the setting health and safety routine (i.e. toilet, fire exits, fire drill planned for the day).
* Parents or visitors entering the setting should not answer door or let anyone in or hold the door open for anyone entering (even if you know them).
* Password and names will be asked for, if a staff member do not recognise an adult picking up a child. Please ring the setting if there are any changes to your collection arrangements. We may ring to confirm. Please see our Arrivals and Departure policy for more information.

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| This policy was adopted at a meeting of |  | *(name of provider)* |
| Held on |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Dummy Policy & Procedure (pre-school setting)**

Babies and young children spend lots of time making sounds and exploring their mouths and voices before they begin to use words. In doing so they are not only practising and developing the skills needed for speech but they also encourage other people in the world to notice them and communicate with them.

We have found from experience that children who suck dummies through the day make fewer sounds, gain less experience of using their voices and hear less language from adults around them.

If toddlers are allowed to continue to suck a dummy and talk with it in their mouths there is also a risk that the child will learn distorted patterns of speech because the teat prevents normal movement at the front of their mouth these patterns may be difficult to change later on.

Within a nursery setting where a number of children have dummies it can be hard to ensure that dummies remain hygienic.

In the belief that proactive steps can be taken to ensure children develop the best speech and language possible and that germs are not spread parents and staff will work together to implement the following policy and procedure:

Although a dummy can be a source of comfort when a child is upset and may form part of a child’s settling in routine, it is our policy not to encourage young children to use dummies at the setting except when parent/carer are settling their child in. When parent/carer is leaving, they must take the dummy away with them. Staff must remind parent/carer that children are not allowed to walk around in dummies during settling in because of safety risk. The key person will work with parents/carers to help phase out dummies and bottles sensitively taking into account the child’s emotional needs.

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| This policy was adopted at a meeting of |  | *(name of provider)* |
| Held on |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Fee Policy**

**Childville is committed to providing a fair and open admission system that offers a competitively priced and good value service. As a provider of registered childcare, we both encourage and actively support eligible parents/carers claiming and taking up the childcare element of the Working Tax Credit.**

When a parent/carer contacts Childville enquiring about a place for their child, they will be given all the relevant information they require including details of the Admissions and Fees policy, and informed of whether there is currently a suitable place available for their child. Parents will be asked for a £25 non refundable registration fee to secure their child’s place at the breakfast and after school club. Please ask the manager for the deposit applicable at pre schools.

If a suitable place is available the parent/carer and, where possible, the child will be invited to visit Childville and speak to members of staff. If the parent/carer agrees to abide by all the terms and conditions of admission, including the level of fees and arrangements for payment, they will be asked to complete and sign the Registration Form with a payment of 2 weeks deposit to confirm their child’s place. The deposit is non refundable but will be used towards the child's last two weeks fee once parent/carer gives 4 weeks written notice.

Parents/carers will also be encouraged to complete and sign the Emergency Medical Treatment Form.

Once the admission is secure, the manager, or a designated member of staff, will contact the parent/carer concerned to arrange a date for the child’s first session at Childville. At this stage, the provisions of the Settling In policy will come into operation.

## Waiting List

To ensure that admissions to Childville are offered on a fair and transparent basis, the following procedure will apply to the management of waiting lists:

• If, on making an enquiry about a place for their child, a parent/carer is informed that there is not currently a suitable one available, Childville’s waiting list procedure will be explained and then activated on the parent/carer’s behalf.

• Parents/carers will be encouraged to submit their request for a place for their child to Childville by giving the child's full name and date of birth and parent contact telephone number. The details of this request will be placed on the waiting list, in the order that they are submitted.

• The waiting list will be kept and used on a ‘first come first served’ basis. Childville will advise the parent/carer of how long they are likely to have to wait before a suitable place becomes available. This information will only be an estimate and will not constitute a binding guarantee from Childville.

• When a vacancy at Childville becomes available, the manager will contact the parent/carer whose child is suitable for the place and is highest up on the waiting list.

• If that parent/carer still wishes to take up the place for their child, they will be asked to complete the Registration Form and follow the remaining steps of the admissions procedure outlined above.

• If the parent/carer concerned no longer wishes to take up a place, the parent/carer of the next suitable child on the list will be contacted.

## Fees

Childville understands that the cost of registered childcare may seem expensive to a parent/carer. However, providing a high quality, safe and stimulating service for children and maintaining quality staff is not cheap and to ensure the continued high standards and sustainability of Childville, it must ask that parents/carers respect its policy in respect of fees.

• The level of fees will be set by the Registered Persons and reviewed annually in the light of Childville’s financial position, its future strategic plans and any other broader economic or social considerations deemed relevant.

• Payment of fees should be made weekly or monthly by cash or cheque, or monthly/termly for online payments and vouchers on an agreed day prior to the start of the week or month in question. All payments must be made in advance of service provision. Individual payment arrangements will be negotiated between the manager and parents/carers.

• Childville will be sympathetic to requests for daily payment. Parents/carers wishing to negotiate this or any other alteration to the standard fees policy should arrange a meeting with the manager at the earliest possible opportunity.

• If the fees are not paid on time, Childville will notify the parent/carer in writing and request payment at the earliest possible opportunity. Childville charges a £5 late fee for recovery of each week’s late fees. A £25 fine is also payable for cheques returned unpaid or cheques that do not clear and has to be represented for payment. Non payment of late pick up fees or any outstanding fees will result in outstanding payment being deducted from your deposit and we would assume you no longer require your space and you will be given notice on the basis of your balance.

• The manager has the right to issue a formal warning to the parent/carer and inform them that continued late payment will result in their child’s place at Childville being forfeited.

• If fees are paid persistently late or not at all with no explanation, Childville will be forced to terminate that child’s place. Under exceptional circumstances, the manager may agree to allow the child to continue attending Childville for the remainder of that week.

• Parents/carers are encouraged to speak to a member of staff or the manager if they have any query about the fees policy, or if, for any reason, they are likely to have difficulty in making a payment on time. Parents/carers are strongly advised to arrange a meeting at the earliest possible opportunity, to avoid jeopardising their child’s place at Childville.

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| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Fire safety and emergency evacuation**

**Policy statement**

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant.

**Procedures**

* The basis of fire safety is risk assessment, carried out by a ‘competent person’.
* The manager has received training in fire safety sufficient to be competent to carry out the risk assessment; this will be written where there are more than five staff and will follow the Government guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).
* Where we rent premises, we will ensure that we have a copy of the fire safety risk assessment that applies to the building and that we contribute to regular reviews.
* Fire doors are clearly marked, never obstructed and easily opened from the inside.
* Smoke detectors/alarms and fire fighting appliances conform to BS EN standards, are fitted inappropriate high risk areas of the building and are checked as specified by the manufacturer.
* Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
* clearly displayed in the premises;
* explained to new members of staff, volunteers and parents; and
* practiced regularly, at least once every six weeks.
* Records are kept of fire drills and of the servicing of fire safety equipment.

*Emergency evacuation procedure*

It must cover procedures for practice drills including:

* How children are familiar with the sound of the fire alarm.
* How the children, staff and parents know where the fire exits are.
* How children are led from the building to the assembly point.
* How children will be accounted for and who by.
* How long it takes to get the children out safely.
* Who calls the emergency services, and when, in the event of a real fire.
* How parents are contacted.

*The fire drill record book must contain:*

* The date and time of the drill.
* How long it took.
* Whether there were any problems that delayed evacuation.
* Any further action taken to improve the drill procedure.

**Legal framework**

* Regulatory Reform (Fire Safety) Order 2005

**Further guidance**

* Fire Safety Risk Assessment - Educational Premises**(HMG 2006)**

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**First aid**

**Policy statement**

In our setting, staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. Effective from 3 April 2017, At least one person, who has a current Paediatric First Aid (PFA) certificate must be on premises and available at all times when children are present and must accompany children on outings. All newly qualified entrants to the early years who have completed level 2 and/or level 3 must also have a full PFA or an emergency PFA certificate within 3 months of starting work. The paediatric first aid qualification includes first aid training for infants and young children and in line with the new statutory framework Annex A. Our aim is to ensure that all our staff access first aid training via Local authority or Ofsted approved provider as specified in Annex A relevant to staff caring for young children.

**Procedures**

*The first aid kit*

Our first aid kit is accessible at all times, complies with the Health and Safety (First Aid) Regulations 1981 and contains the following items:

* Triangular bandages (ideally at least one should be sterile) x 4.
* Sterile dressings:
* Small x 3.
* Medium x 3.
* Large x 3.
* Composite pack containing 20 assorted (individually-wrapped) plasters x 1.
* Sterile eye pads (with bandage or attachment) e.g. No 16 dressing x 2.
* Container of 6 safety pins x 1.
* Guidance card as recommended by HSE x 1.

In addition to the first aid equipment, each box should be supplied with:

* 2 pairs of disposable plastic (PVC or vinyl) gloves.
* 1 plastic disposable apron.
* A children’s forehead ‘strip’ thermometer.
* The first aid box is easily accessible to adults and is kept out of the reach of children.
* No un-prescribed medication is given to children, parents or staff.
* At the time of each child’s admission to the setting, parents' written permission for obtaining emergency medical advice or treatment is sought. Parents sign and date their written approval.
* Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

**Legal framework**

* Health and Safety (First Aid) Regulations (1981)

**Further guidance**

* First Aid at Work: Your questions answered (HSE Revised 2009)
* Basic Advice on First Aid at Work (HSE Revised 2008)
* Guidance on First Aid for Schools (DfEE)

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**Other useful Pre-school Learning Alliance publications**

* Medication Record (2010)

**Safeguarding and Welfare Requirement: Health**

Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious

**Food and drink**

**Policy statement**

We regard snack and meal times as an important part of our day. Eating represents a social time for children and adults, and helps children to learn about healthy eating. We promote healthy eating using resources and materials from the Pre-school Learning Alliance. At snack and meal times, we aim to provide nutritious snack or meals, which meets the children's individual dietary needs.

**Procedures**

We follow these procedures to promote healthy eating in our setting.

* Before a child starts to attend the setting, we ask their parents to complete a registration form for their child which includes information about their child's dietary needs and preferences, including any allergies. (See the Managing Children who are Sick, Infectious or with Allergies Policy.)
* We record information about each child's dietary needs on separate form which is shared with the staffs. and display current information about individual children's dietary needs in the kitchen so that all our staff and volunteers are fully informed about them.
* We regularly remind parents via newsletter to ensure that our records of their children's dietary needs – including any allergies - are up-to-date.
* We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.
* We plan our snack menus in advance, involving children and parents in the planning.
* We display the menus of meals/snacks for parents to view.
* We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
* We include a variety of foods from the four main food groups:
  + meat, fish and protein alternatives;
  + dairy foods;
  + grains, cereals and starch vegetables; and
  + fruit and vegetables.
* We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
* We take care not to provide food containing nuts or nut products and we are especially vigilant where we have a child who has a known allergy to nuts.
* Through discussion with parents and research reading, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.
* We provide a vegetarian alternative on days when meat or fish are offered and make every effort to ensure Halal meat or Kosher food is available for children who require it.
* We show sensitivity in providing for children's diets and allergies. We do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
* We organise meal and snack times so that they are social occasions in which children and adults participate.
* We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
* We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
* We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
* In accordance with parents' wishes, where applicable, we offer children arriving early in the morning, and/or staying late, an appropriate meal or snack.
* We inform parents who provide food for their children about the storage facilities available in our setting.
* We give parents who provide food for their children information about suitable containers for food.
* In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
* We provide semi-skimmed milk for children from the age of two years; firstly into meals and dishes, such as on cereal or in white sauces, before offering it as a drink, so that the transition is gradual.

*Packed lunches (where applicable)*

Where we cannot provide cooked meals and children are required to bring packed lunches, we:

* ensure perishable contents of packed lunches are refrigerated or contain an ice pack to keep food cool;
* inform parents of our policy on healthy eating;
* inform parents of whether we have facilities to microwave cooked food brought from home;
* encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts, such as yoghurt or crème fraîche, where we can only provide cold food from home. We discourage sweet drinks and can provide children with water or diluted fresh fruit juice;
* discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
* provide children bringing packed lunches with plates, cups and cutlery; and
* ensure that adults sit with children to eat their lunch so that the mealtime is a social occasion.

**Legal framework**

* Regulation (EC) 852/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs.

**Further guidance**

* Safer Food, Better Business (Food Standards Agency 2011)

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**Other useful Pre-school Learning Alliance publications**

* Nutritional Guidance for the Under Fives (Ed. 2010)
* The Early Years Essential Cookbook (2009)

Healthy and Active Lifestyles for the Early Years (2012)

**Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment**

Providers must take reasonable steps to ensure the safety of children, staff and others on the premises.

**Health :**The provider must promote the good health of children attending the setting

**Health and safety general standards**

**Policy statement**

We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers. All employees have the to co-operate with senior staff and manager to achieve a healthy and safe setting and to take reasonable care of themselves and others. The manager and all staff are responsible for identifying daily potential risks and acting upon those risk with immediate effect. Staff are to report potential risk immediately to the manager on duty. Neglect of health and safety regulations will be regarded as a disciplinary matter.

* We aim to make children, parents, [staff] and volunteers aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
* Our member of staff responsible for health and safety is:
* He/she is competent to carry out these responsibilities.
* He/she has undertaken health and safety training and regularly updates his/her/ knowledge and understanding.
* We display the necessary health and safety poster in:

*Insurance cover*

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on the parents notice board.

**Procedures**

*Awareness raising*

* Our induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
* We keep records of these induction training sessions and new [staff and] volunteers are asked to sign the records to confirm that they have taken part.
* We explain health and safety issues to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.
* [As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at our staff meetings.]
* We operate a no-smoking policy.
* We make children aware of health and safety issues through discussions, planned activities and routines.

*Windows*

* Low level windows where applicable are covered with materials that prevent shatter in the event of accidental breakage or we ensure that they are made safe.
* We ensure that are accidental breakage or vandalism from people outside the building are reported immediately to the caretaker.
* Our windows above the ground floor are secured so that children cannot climb through them.
* We ensure that any blind cords are secured safely and do not pose a strangulation risk for young children.

*Doors*

* We take precautions to prevent children's fingers from being trapped in doors as required.

*Floors and walkways*

* All our floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.
* Walkways and stairs where applicable will be left clear and uncluttered.
* Stair gates are in place at kitchen doors and the foot and top of the stairs where applicable.

*Electrical/gas equipment*

* We ensure that all electrical/gas equipment conforms to safety requirements and is checked regularly.
* Our boiler/electrical switch gear/meter cupboard is not accessible to the children where applicable.
* Fires, heaters, electric sockets, wires and leads are properly guarded and we teach the children not to touch them.
* We check storage heaters daily to make sure they are not covered where applicable.
* There are sufficient sockets in our setting to prevent overloading and ensure that all sockets are covered.
* We switch electrical devices off from the plug after use.
* We ensure that the temperature of hot water is controlled to prevent scalds.
* Lighting and ventilation is adequate in all areas of our setting, including storage areas.

*Storage*

* All our resources and materials, which are used by the children, are stored safely.
* All our equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

*Outdoor area*

* Our outdoor area is securely fenced. All gates are closed or locked.
* Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
* Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
* We leave receptacles upturned to prevent collection of rainwater. Where water can form a pool on equipment, it is emptied and cleaned before children start playing outside.
* Our outdoor sand pit is covered when not in use and is cleaned regularly.
* We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that sun cream is applied and hats provided by parents are worn during the summer months.
* We supervise outdoor activities at all times; and particular children on climbing equipment.

*Hygiene*

* We seek information from the Public Health England to ensure that we keep up-to-date with the latest recommendations.
* Our daily routines encourage the children to learn about personal hygiene.
* We have a daily cleaning routine for the setting, which includes the play room(s), kitchen, rest area, toilets and nappy changing areas. Children do not have unsupervised access to the kitchen.
* We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
* The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.
* We implement good hygiene practices by:
* cleaning tables between activities;
* cleaning and checking toilets regularly;
* wearing protective clothing - such as aprons and disposable gloves - as appropriate;
* providing sets of clean clothes;
* providing tissues and wipes; and
* ensuring individual use of flannels, towels and toothbrushes where applicable.

*Activities, resources and repairs*

* Before purchase or loan, we check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.
* We keep a full inventory of all items in the setting for audit and insurance purposes.
* The layout of our play equipment allows adults and children to move safely and freely between activities.
* All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
* We make safe and separate from general use any areas that are unsafe because repair is needed.
* All our materials, including paint and glue, are non-toxic.
* We ensure that sand is clean and suitable for children's play and children are encouraged to play safely with sand to avoid going into their eyes.
* We ensure that children are supervised during are supervised at all times when using water play and any spillage must be mopped immediately.
* Physical play is constantly supervised.
* We teach children to handle and store tools safely.
* We check on children who are sleeping regularly.
* Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
* Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded. Large pieces of equipment are discarded only with the consent of the manager and the management team consent.

*Jewellery and accessories*

* Our staff do not wear jewellery or fashion accessories, such as belts or high heels, that may pose a danger to themselves or children.
* Parents must ensure that any jewellery worn by children poses no danger; particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.
* We ensure that hair accessories are removed before children sleep or rest.

# *Safety of adults*

* We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
* We provide safe equipment for adults to use when they need to reach up to store equipment or to change light bulbs.
* We ensure that all warning signs are clear and in appropriate languages.
* For group provision: We ensure that adults do not remain in the building on their own.
* We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

*Control of substances hazardous to health*

* Our staff implement the current guidelines of the *Control of Substances Hazardous to Health Regulations(COSHH)*.
* We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used and where they are stored.
* Hazardous substances are stored safely away from the children.
* We carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
* We keep all cleaning chemicals in their original containers.
* We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained. We do not use:
* bleach;
* anti-bacterial soap/hand wash, unless specifically advised during an infection outbreak such as Pandemic flu; or
* anti-bacterial cleaning agents, except in the toilets, nappy changing area and food preparation areas. Anti-bacterial spays are not used when children are nearby.
* Environmental factors are taken into account when purchasing, using and disposing of chemicals.
* All members of staff are vigilant and use chemicals safely.
* Members of staff wear protective gloves when using cleaning chemicals.

**Legal framework**

* Health and Safety at Work Act (1974)
* Management of Health and Safety at Work Regulations (1999)
* Electricity at Work Regulations (1989)
* Control of Substances Hazardous to Health Regulations (COSHH) (2002)
* Manual Handling Operations Regulations (1992 (As Amended 2004))
* Health and Safety (Display Screen Equipment) Regulations (1992)

**Further guidance**

* Health and Safety Law: What You Need to Know (HSE Revised 2009)
* Health and Safety Regulation…A Short Guide (HSE 2003)
* Electrical Safety and You: A Brief Guide (HSE 2012)
* Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE Revised 2009)
* Getting to Grips with Manual Handling - Frequently Asked Questions: A Short Guide (HSE 2011)

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**Incident Policy**

**Purpose of Policy**

The purpose of this policy is to ensure that when an incident occurs at our settings that appropriate action is taken and accurate information is recorded and communicated. An incident is classed as an occurrence which may under certain circumstances cause an injury to one or more persons.

**Who is Responsible?**

It is the responsibility of every member of staff to ensure that incidents are dealt with in a timely manner. It is the responsibility of the manager to ensure that all members of staff have knowledge of incident management and knowledge of the security policy and procedure at Childville.

It is the responsibility of the member of staff who has dealt with the incident to write the incident report and ensure that it is discussed with and signed by the manager and the parent/carer of the child or children involved/informed.

If incident happens during school pick up or drop off, the member of staff must inform the manager/deputy immediately and on return to the setting, complete an incident form signed by the manager, who then informs the parent during pick up, sign and get the parent to sign before filing away.

**How the Policy is Implemented**

* The codes of conduct for staff will be accessible to staff and code of conduct for parents/carer will be displayed on the setting notice board.
* The behaviour management policy and procedure will be available in the policy and procedure folder at the setting.
* Any incidents which may cause harm to one or more persons must be dealt with in a timely manner and recorded appropriately.
* Incidents are divided into minor incidents and major incidents. Minor incidents are classified as incidents which whilst they may require first aid, do not require medical or external assistance from the authorities. Major incidents are classified as incidents which require medical or external assistance from the authorities including the police.

**Minor Incidents**

* If the incident is minor and does not require medical or external assistance the member of staff should address the incident using the approved method of the setting and complete an incident record, this record will be signed by the member of staff, manager and parent/carer of the child. If the incident is not to do with a child, the incident record will be signed by the staff and manager.
* If the incident is minor but first aid is required, the first aider will assess the situation and administer first aid as required. A member of staff will complete the incident record and assist in the completion of the accident record. The parent/carer of the child or children involved in the

incident should be contacted and informed of the incident. The parent/carer should also sign the completed accident and incident records when they arrive to collect their child.

**Serious Incidents and Injuries**

* If the incident is serious and medical treatment or external authorities are involved a senior member of staff should call the appropriate authorities immediately, if medical treatment is required, then a member of staff will accompany the child to the hospital in an ambulance. The child's registration form containing medical information should accompany them to the hospital. A senior member of staff should inform the parent or carer of the child (or an emergency contact) immediately and inform them of the incident and what action has been taken. In some extreme cases the member of staff may also be required to contact the police, Ofsted and other external agencies as required. If this is the case parents or carers of other children at the setting should also be informed of the incident immediately.

**Recording Incidents**

All incidents, however minor must be recorded in the incident book/form. The incident record should include the following:

* Name of the child
* Date and time of the incident
* Details of the incident
* What action was taken

The child's parent or carer must sign the incident record and any incidents which require hospital treatment or external influence from the authorities such as the police will be reported to Ofsted and other authorities immediately.

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**Induction of staff, volunteers and managers**

**Policy statement**

We provide an induction for all staff, volunteers and managers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

**Procedures**

* We have a written induction plan for all new staff, which includes the following:
* Introductions to all staff and volunteers, including managers and deputy.
* information about safeguarding and child protection procedure.
* Familiarising with the building, health and safety, and fire and evacuation procedures.
* Ensuring our policies and procedures have been read and are carried out.
* Introduction to parents, especially parents of allocated key children where appropriate.
* Familiarising them with confidential information where applicable in relation to any key children.
* Details of the tasks and daily routines to be completed.
* The induction period covers at least two weeks until the end of probation. The manager/deputy inducts new staff and volunteers. The nominated person/ setting manager inducts new managers.
* During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
* Successful completion of the induction forms part of the probationary period.

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**Other useful Pre-school Learning Alliance publications**

* Childville Employee Handbook (2014)
* Recruiting and Managing Employees (2011)

**Infection Control**

Viruses and infections can be easily passed from person to person by breathing in air containing the virus which is produced when an infected person talks, coughs or sneezes. It can also spread through hand/face contact after touching a person or surface contaminated with viruses.

The best way to prevent a virus or infection from moving around the setting environment is to maintain high hygiene standards in the setting. To do this we will follow the guidance below:

* Ensure all children use tissues when coughing and sneezing to catch all germs
* Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of
* Encourage all children to do the above by discussing the need for good hygiene procedures in helping them to stay healthy
* Staff will all wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
* All potties and changing mats are cleaned and sterilized before and after each use
* Toilets are cleaned at least daily
* Staff are to remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
* All toys, equipment and resources will be cleaned on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser or through washing in the washing machine
* When children are ill we will follow the sickness and illness policy to prevent the spread of any infection in the setting. Staffs are also requested to stay at home if they are contagious
* The setting manager retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the setting.
* Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the setting
* The setting will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilizing fluid are maintained at all times and increased during the winter months or when flu and cold germs are circulating.

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| This policy was adopted at a meeting of |  | *(name of provider)* |
| Held on |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Information sharing**

*‘Sharing information is an intrinsic part of any frontline practitioners’ job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals’ lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death.’*

*Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)*

**Policy statement**

We recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in our Privacy Notice that is given to parents at the point of registration. The six principles state that personal data must be:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. That is when:

* it is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult; or
* not sharing it could be worse than the outcome of having shared it.

The responsibility for decision-making should not rely solely on an individual manager, but should have the back-up of the management team. The management team provide clear guidance, policy and procedures to ensure all staff and volunteers understand their information sharing responsibilities and are able to respond in a timely, appropriate way to any safeguarding concerns.

The three critical criteria are:

* Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
* Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.
* To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

**Procedures**

Our procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers*.* We also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. *Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989, but provide a framework to ensure that personal information about living individuals is shared appropriately.*

* Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information [both within the setting, as well as] with external agencies.

1. *Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if I have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.*

In our setting we ensure parents:

* Receive a copy of our Privacy Notice and information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
* have information about [our/my] Safeguarding Children and Child Protection Policy; and
* have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.

1. *Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*

* Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child’s file.
* Our manager routinely seeks advice and support from their line manager about possible significant harm.]
* Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children’s social care for advice where they have doubts or are unsure.
* Our managers seek advice if they need to share information without consent to disclose.

1. *Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.*

* We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
* Our guidelines for consent are part of this procedure.
* Our managers are conversant with this and they are able to advise staff accordingly.

1. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.*

In our setting we:

* record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;
* record decisions made and the reasons why information will be shared and to whom; and
* follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.

1. *Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*

* Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

1. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*

* Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

*Consent*

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will seek their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

* Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
* We may cover this verbally when the child starts or include this in our prospectus.
* Parents sign our Registration Form at registration to confirm that they understand this.
* We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
* We give parents copies of the forms they sign.
* We consider the following questions when we assess the need to share:
* Is there a legitimate purpose to us sharing the information?
* Does the information enable the person to be identified?
* Is the information confidential?
* If the information is confidential, do we have consent to share?
* Is there a statutory duty or court order requiring us to share the information?
* If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
* If the decision is to share, are we sharing the right information in the right way?
* Have we properly recorded our decision?
* Consent must be freely given and *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.
* Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
* Consent can be withdrawn at any time.
* We explain our Information Sharing Policy to parents.

*Separated parents*

* Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
* Where the child is looked after, we may also need to consult the Local Authority, as ‘corporate parent’ before information is shared.

All the undertakings above are subject to our paramount commitment, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection Policy.

**Legal framework**

* General Data Protection Regulations (GDPR) (2018)
* Human Rights Act (1998)

### Further guidance

* Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)
* What to do if you’re worried a child is being abused: Advice for practitioners (HM Government 2015)
* Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government 2015)

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| This policy was adopted by |  | *(name of provider)* |
| On |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**IMAGE USE POLICY**

**Introduction**

This image use policy applies to the use of any film and electronic photographic equipment used in our setting. This will include cameras, mobile phones, webcams, tablets and portable gaming devices with inbuilt cameras as well as other forms of digital technology and resources for storing and printing images.

As digital cameras and mobile phones have become more advanced and easier to use, it is increasingly likely that children and their families will be using digital photography as part of their everyday family life. It is therefore very important that Childville and all staff, the management committee, volunteers, students, visitors to the setting, parents/guardians and children consider the impact such technology may have.

Digital technology has increased the potential for cameras and images to be misused and inevitably there are concerns about the risks to which children may be exposed. However, we understand and are aware that the behaviours of individuals using the technology present the risk, not the technology.

Most children who suffer abuse are abused by someone they know. We have taken the view, in consultation with other agencies, that the risk of a child being directly targeted for abuse through being identified by a stranger is small. By taking reasonable steps to make certain that a photograph is appropriate and the full name and contact details are protected, then photography for use in our setting and other events by staff, families and the media should be allowed. We are aware that the widespread use of mobile telephones as digital cameras would make banning them very difficult for us to impose and police. (For further information regarding the general use of mobile phones and recording devices please see our Mobile Phones and Recording Devices Policy). Generally, photographs for setting and family use and those that appear in the press are a source of pleasure and pride. They enhance self-esteem for children and their families and this practice should continue within the safe practice guidelines detailed below.

**Policy Statement**

This policy seeks to ensure that images and videos taken within and by *Childville After School Services Ltd* are taken and held legally and the required thought is given to safeguarding all members of the setting. It applies to all images (including still and video content) taken by the setting.

It applies to all staff, the management committee, volunteers, students, visitors to the setting and other individuals who work for, or provide services to *Childville After School Services Ltd* as well as parents/guardians and children.

This policy forms part of our Safeguarding Children procedures and should be read in conjunction with the following policies and procedures:

* Safeguarding and Child Protection
* Allegations of abuse against staff members
* Online Safety
* Acceptable Use
* Mobile Phones and Recording Devices
* Confidentiality

All images taken by the setting will be used in a manner respectful of the eight Data Protection Principles (Data Protection Act 1998). This means that images will be:

* fairly and lawfully processed
* processed for limited, specifically stated purposes only
* used in a way that is adequate, relevant and not excessive
* accurate and up to date
* kept on file for no longer than is necessary
* processed in line with an individual’s legal rights
* kept securely
* adequately protected if transferred to other countries

The settings Designated Safeguarding Persons are the centre managers/Deputy and Nicky Cokerresponsible for ensuring the acceptable, safe use and storage of all camera technology and images within ***Childville After School Services******LTD.*** This includes the management, implementation, monitoring and review of this Image Use Policy. In addition, the DSL has the authority to view any images taken and/or to withdraw or modify a member of staff’s authorisation to take images at any time. All members of staff, students, volunteers, visitors and parents should be aware that all images taken within the setting are available for scrutiny and that they must be able to justify any images in their possession.

Where concerns are raised, or disclosures made, regarding suspicious activity relating to the use of images the Designated Safeguarding Lead will contact the Local Authority Designated Officer (LADO) for advice. The details of LADO for our setting is displayed on the parents notice board.

**Responsibilities**

**Parental Consent**

* Written permission from parents/guardians will always be obtained before images/videos of children are taken, used or published.
* Written parental consent will always be sought to take and use photographs offsite for professional, marketing and training purposes. This may be in addition to parental permission sought for onsite images.
* Written consent from parents/guardians will be kept by the setting where children’s images are used for publicity purposes (such as brochures or publications), until the image is no longer in use.
* Parental permission will be sought on an annual basis for general consent and on a case by case basis for specific events.
* A record of all consent details will be kept securely on file. Should permission be withdrawn by parents/guardians at any time, then all relevant images will be removed and disposed of and the record will be updated accordingly.

**Safety of Images and Videos**

* All images taken and processed by or on behalf of the setting will take place using only equipment and devices provided by ***Childville After School Services Ltd.***
* Staff will receive information regarding the safe and appropriate use of images as part of their safeguarding training and responsibilities.
* All members of staff (including volunteers) will ensure that all images are available for scrutiny and will be able to justify any images in their possession.
* Images will not be kept for longer than is to be considered necessary. All staff are responsible for ensuring that all photographs are permanently wiped from memory cards, computer hard and portable drives or other relevant devices once the images will no longer be of use. This will be monitored by the Designated Safeguarding Person.
* All images will remain on site at all times, unless prior explicit consent has been given by both the DSP and the parent/guardian of any child or young person captured in any photograph.
* Should permission be given to take any images off site then all relevant details will to be recorded, for example who, what, when and why and data will be kept securely (e.g. with appropriate encryption).
* Any memory stick, CD or storage device containing images of children to be taken offsite for further work will be suitably encrypted and will be logged in and out by the DSP and monitored to ensure that it is returned within the expected time scale.
* The DSP reserves the right to view any images taken and/or to withdraw or modify a member of staffs’ authorisation to take or make images at any time.
* Only official setting owned equipment (e.g. work provided digital or video cameras, tablets, mobile phones, etc.) will be used by staff to capture images of children for official purposes. Use of personal cameras by staff is prohibited at all times.
* Any apps, websites or third party companies used to share, host or access children’s images will be risk assessed prior to use.
* The setting will ensure that images always are held in accordance with the Data Protection Act 1998 and suitable child protection requirements (if necessary) are in place.
* Photographs will be disposed of should they no longer be required. They will be returned to the parent or carer, deleted and wiped or shredded as appropriate. Copies will not to be taken of any images without relevant authority and consent from the DSL and the parent/carer.

**Publication and sharing of images and videos**

* Images or videos that include children will be selected carefully for use e.g. only using images of children who are suitably dressed.
* Images or videos that include children will not provide material which could be reused.
* Children’s’ full names will not be used on the website or other publication (e.g. newsletters, social media channels) in association with photographs or videos.
* The setting will not include any personal information on video, on the website, in a prospectus or in other printed publications.
* Any parents/guardians and staff members with particular concerns must always be able to withhold their consent for the publication or sharing of images for whatever reason.

**Usage of systems to share images with parents**

* **Childville After School Services Ltd where required by a setting will use** a closed Facebook group in some of our setting to upload and share images of children with parents.
* The use of Facebook will be appropriately risk assessed and the setting has taken steps to ensure all data stored is held in accordance with the Data Protection Act 1998 (as above).
* Images uploaded to Facebook will only be taken using the setting’s devices.
* All users authorised to upload images to Facebook are advised on safety measures to protect all members of the community e.g. using strong passwords, logging out of systems after use etc.
* Parents/guardians will be informed of the settings expectations regarding safe and appropriate use (e.g. not sharing passwords or copying and sharing images) prior to being given access. Failure to comply with this may result in access being removed. Further information can be found in our Social Media Policy.

**Safe Practice when taking images and videos**

* Careful consideration is given before involving very young or vulnerable children when taking photos or recordings, who may be unable to question why or how activities are taking place.
* The setting will discuss the use of images with children in an age appropriate way.
* A child’s right not to be photographed is to be respected. Images will not be taken of any child against their wishes.
* Photography is not permitted in sensitive areas such as toilets.

**Use of Images/Videos of Children by Others**

**Use of Photos/Videos by Parents/Guardians at events**

* Parents/guardians are permitted to take photographs or video footage of events for private use only.
* Parents/guardians who are using photographic equipment must be mindful of others when making and taking images.
* The opportunity for parents/guardians to take photographs and make videos can be reserved by the setting on health and safety grounds.
* Parents/guardians are only permitted to take or make recording within designated areas of the setting. Photography is not permitted in sensitive areas such as toilets.
* The right to withdraw consent will be maintained and any photography or filming on site will be open to scrutiny at any time.
* Parents may contact the setting DSP to discuss any concerns regarding the use of images.
* Photos and videos taken by the setting and shared with parents should not be shared elsewhere (e.g. posted on social media site), to do so may breach intellectual property rights, data protection legislation and importantly may place members of the community at risk of harm.

**Use of Photos/Videos by Children**

* The setting will discuss and agree age appropriate acceptable use rules with children regarding the appropriate use of cameras, such as places children cannot take the camera (e.g. unsupervised areas, toilets etc.).
* All staff will be made aware of the acceptable use rules regarding children’s use of cameras and will ensure that children are appropriately supervised when taking images.
* Members of staff will role model positive behaviour to the children by encouraging them to ask permission before they take any photos.
* Photos taken by children for official use will only be taken with parental consent and will be processed in accordance with the Data Protection Act 1998.
* Parents/carers will be made aware that children will be taking photos/videos of other children and will be informed how these images will be managed by the setting e.g. will be for internal use by the setting only (not shared online or via any website or social media tool).
* Photos taken by children for official use will be carefully controlled by the setting and will be checked carefully before sharing online or via digital screens.
* Still and video cameras provided for use by children and the images themselves will not be removed from the setting.

**Use of Images of Children by the Media**

* Where a press photographer is to be invited to celebrate an event, every effort will be made to ensure that the newspaper’s (or other relevant media) requirements can be met.
* A written agreement will be sought between parents and carers and the press which will request that a pre-agreed and accepted amount of personal information (e.g. first names only) will be published along with images and videos.
* The identity of any press representative will be verified and access will only be permitted where the event is planned, and where press are to be specifically invited to attend. No authorisation will be given to unscheduled visits by the press under any circumstances.
* Every effort will be made to ensure the press abide by any specific guidelines should they be requested. No responsibility or liability however can be claimed for situations beyond reasonable control, and where the setting is to be considered to have acted in good faith.

**Use of Professional Photographers**

* Professional photographers who are engaged to record any events will be prepared to work according to the terms of the settings Online Safety policy.
* Photographers will sign an agreement which ensures compliance with the Data Protection Act and that images will only be used for a specific purpose, subject to parental consent.
* Photographers will not have unsupervised access to children.

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| This policy was adopted by |  | *(name of provider)* |
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| Name of signatory |  | |
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**Looked after children**

**Policy statement**

Early years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our settings are committed to doing all they can to enable ‘looked after’ children in their care to achieve and reach their full potential.

Children become ‘looked after’ if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children’s home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child’s separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. The Alliance maintains that it is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

We place emphasis on promoting children’s right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on two important concepts, attachment and resilience. The basis of this is to promote secure attachments in children’s lives, as the foundation for resilience. These aspects of well-being underpin the child’s responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

*Principles*

* The term ‘looked after child’ denotes a child’s current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
* We do not normally offer placements for babies and children under two years who are in care; we offer instead other services to enable a child to play and engage with other children while their carer stays with them.
* In exceptional circumstances, we offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.
* We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
* We will always offer ‘stay and play’ provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
* Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

**Procedures**

* The designated person for looked after children is the designated child protection co-ordinator.
* Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child’s needs.
* The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
* The setting recognises the role of the local authority children’s social care department as the child’s ‘corporate parent’ and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent’s or foster carer’s role in relation to the setting, without prior discussion and agreement with the child’s social worker.
* At the start of a placement there is a professionals meeting to determine the objectives of the placement and draw up a care plan that incorporates the child’s learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
* The care plan needs to consider issues for the child such as:
* their emotional needs and how they are to be met;
* how any emotional issues and problems that affect behaviour are to be managed;
* their sense of self, culture, language(s) and identity – and how this is to be supported;
* their need for sociability and friendship;
* their interests and abilities and possible learning journey pathway; and
* how any special needs will be supported.
* In addition the care plan will also consider:
* how information will be shared with the foster carer and local authority (as the ‘corporate parent’) as well as what information is shared with whom and how it will be recorded and stored;
* what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
* what written reporting is required;
* wherever possible, and where the plan is for the child’s return home, the birth parent(s) should be involved in planning; and
* with the social worker’s agreement, and as part of the plan, the birth parent(s) should be involved in the setting’s activities that include parents, such as outings and fun-days etc alongside the foster carer.
* The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the ‘proximity’ stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a ‘secure base’ to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
* In the first two weeks after settling-in, the child’s well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
* Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
* Concerns about the child will be noted in the child’s file and discussed with the foster carer.
* If the concerns are about the foster carer’s treatment of the child, or if abuse is suspected, these are recorded in the child’s file and reported to the child’s social care worker according to the setting’s safeguarding children procedure.
* Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
* The transition to school will be handled sensitively. The designated person and/or the child’s key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child’s birth parents.

**Further guidance**

* Guidance on the Education of Children and Young People in Public Care (DfEE 2000)
* Who Does What: How Social Workers and Carers can Support the Education of Looked After Children(DfES 2005)
* Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)

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| Role of signatory (e.g. chair, director or owner) |  | |

**Safeguarding and Welfare Requirement: Child Protection**

**Lockdown policy**

Childville After School services Ltd recognises the potentially serious risk to children, staff and visitors in emergency or harmful situations.

**“Provider’s must take reasonable steps to ensure the safety of children, staff and others on the premises in case of fire or any other emergency and must have an emergency evacuation procedure” (Early years foundation stage statutory framework, April 2017)**

A lock down may take place where there is a perceived risk of threat to the Nursery, its staff, children and visitors or property.

Where possible the nursery will act to ensure the safety of all personnel in the setting in the following situations:

* In the event that unauthorised person(s) considered dangerous are on the nursery grounds or if we have intelligence that they were in the vicinity and pose a threat.
* In instances including domestic break downs where estranged parties are attempting to abduct children
* In instances where staff, students or volunteers from within the setting become a threat to the well-being of others.
* In emergency situations within the area of the nursery where there is potential risk from spillages or poisonous fumes.

**A lock down will be initiated by;**

* The person raising the alarm will use our intercom system and shout “**ATTENTION, ATTENTION, ATTENTION, LOCKDOWN, LOCKDOWN, LOCKDOWN”.**
* **Lock down procedures will be practiced from time to time so that staff and children are familiar with them.**

**Practices and procedure.**

To follow the **CLOSE** procedure;

**C**lose all windows and doors

**L**ock up

**O**ut of sight and minimise movement

**S**tay silent and avoid drawing any attention

**E**ndure, be-aware that you may be in lock down for sometime.

The following steps provide guidelines for staff, visitors and students in an emergency situation:

* On hearing the lockdown signal a member of the management team / person raising the alarm will call 999.
* Once alarm is activated, Members of staff will alert staff and children outside to get indoors. And take registers.
* Staff will close all windows shut the electric shutters where possible and close blinds, lock doors and shutters where applicable, and turn off lights.
* All children and staff should move to the backend of the hall or the safest area in the respective centres and main door and any corridor doors locked and if possible barricade the door
* **Any staff member that is not within their area at the time of Lockdown must go to the nearest lockdown zone if safe to do so. Roll call will commence.**

**Go In, stay in, tune in**

Local industrial accidents e.g a factory fire with hazardous fumes, may also require the need for sheltering in the nursery All windows and doors should be kept shut and appliances such as extractor fans and air conditioning units. The emergency units and local authority will give the all clear. Further advice may be given over the radio.

**Internal threat response / evacuation.**

* On hearing the fire alarm during LOCKDOWN. Make no attempts to leave your lockdown zone unless authorised to do so by management or the police etc.
* Do not use the nursery phones; or outside lines unless you are giving the Lockdown message or calling the emergency services.

Remain in lockdown until the all clear message is given.

|  |  |  |  |
| --- | --- | --- | --- |
| This policy was adopted by | Childville After School ServicesLtd |  | |
| On | 30 April 2019 |  | |
| Date to be reviewed | 29 April 2020 |  | |
| Signed on behalf of the provider |  | |
| Name of signatory | Nicky Coker | |
| Role of signatory (e.g. chair, director or owner) | Project Director | |

**Making a complaint**

**Policy statement**

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach with the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

**Procedures**

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request. A full procedure is set out in the Pre-school Learning Alliance publication Complaint Investigation Record (2012) which acts as the 'summary log' for this purpose.

*Making a complaint*

Stage 1

* Any parent who has a concern about an aspect of our setting's provision talks over his/her concerns with our manager first of all.
* Most complaints should be resolved amicably and informally at this stage.
* We record the issue, and how it was resolved, in the child’s file.

Stage 2

* If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.
* For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed our manager and signed by the parent.
* Our setting stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, our manager may wish to store all information relating to the investigation in a separate file designated for this complaint.
* When the investigation into the complaint is completed, our manager meets with the parent to discuss the outcome.
* We inform parents of the outcome of the investigation within 28 days of him/her making the complaint.
* When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record, which is made available to Ofsted on request.

Stage 3

* If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with our manager and the chair, director or owner. The parent may have a friend or partner present if they prefer and our manager should have the support of the management team.
* An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
* This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record.

Stage 4

* If at the stage three meeting the parent cannot reach agreement with us, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.
* Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
* The mediator keeps all discussions confidential. S/he can hold separate meetings with our staff and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

* When the mediator has concluded her/his investigations, a final meeting between the parent and our manager and chair, director or owner is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
* A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

*The role of the Office for Standards in Education, Children’s Services and Skills (Ofsted), the Local*

*Safeguarding Children Board and the Information Commissioner’s Office*

* Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
* Parents can complain to Ofsted by telephone or in writing at:

Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD

Tel: 0300 123 1231 or Email: enquiries@ofsted.gov.uk

* These details are displayed on our setting's notice board.
* If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children Board.
* In these cases, both the parent and our setting are informed and our manager work with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.
* The Information Commissioner’s Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at [our/my] setting. The ICO can be contacted at Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk

*Records*

* A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.
* The outcome of all complaints is recorded in our Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.

|  |  |  |
| --- | --- | --- |
| This policy was adopted by |  | *(name of provider)* |
| On |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Other useful Pre-school Learning Alliance publications**

* Complaint Investigation Record (2015)

**Managing children who are sick, infectious, or with allergies**

(Including reporting notifiable diseases)

**Policy statement**

We provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic substance.

**Procedures for children who are sick or infectious**

* If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the manager or deputy calls the parents and asks them to collect the child, or send a known carer to collect the child on their behalf.
* If a child has a temperature, they are kept cool, by removing top clothing and sponging their heads with cool water, but kept away from draughts.
* The child's temperature is taken using a forehead thermometer strip, kept in the first aid box.
* In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed.
* Parents are asked to take their child to the doctor before returning them to the setting; the setting can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
* Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
* After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.
* The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from
* www.hpa.org.uk/webc/HPAwebFile/HPAweb\_C/1194947358374 and includes common childhood illnesses such as measles.

*Reporting of ‘notifiable diseases’*

* If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to the Health Protection Agency.
* When the setting becomes aware, or is formally informed of the notifiable disease, the manager or deputy informs Ofsted and acts on any advice given by the Health Protection Agency.

*HIV/AIDS/Hepatitis procedure*

* *HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.*
* *Single-use vinyl gloves and aprons are worn when changing children’s nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.*
* *Protective rubber gloves are used for cleaning/sluicing clothing after changing.*
* *Soiled clothing is rinsed and either bagged for parents to collect or laundered in the setting.*
* *Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste.*
* *Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.*
* *Children do not share tooth brushes, which are also soaked weekly in sterilising solution.*

*Nits and head lice*

* *Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.*
* *On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.*

*Procedures for children with allergies*

* *When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the Registration Form.*
* *If a child has an allergy, a risk assessment form is completed to detail the following:*
  + *The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).*
  + *The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.*
  + *What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).*
  + *Control measures - such as how the child can be prevented from contact with the allergen.*
  + *Review.*
* *This form is kept in the child’s personal file and a copy is displayed where staff can see it.*
* *Parents train staff in how to administer special medication in the event of an allergic reaction.*
* *Generally, no nuts or nut products are used within the setting.*
* *Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.*

*Insurance requirements for children with allergies and disabilities*

* *The insurance will automatically include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from your insurance provider must be obtained to extend the insurance.*

**At all times the administration of medication must be compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage and follow procedures based on advice given in *Managing Medicines in Schools and Early Years Settings* (DfES 2005).**

*Oral medication*

*Asthma inhalers are now regarded as ‘oral medication’ by insurers and so documents do not need to be forwarded to your insurance provider.*

* *Oral medications must be prescribed by a GP or have manufacturer’s instructions clearly written on them.*
* *The setting must be provided with clear written instructions on how to administer such medication.*
* *All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.*
* *The setting must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.*

*Life saving medication and invasive treatments*

*Adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).*

* *The provider must have:*
  + *a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;*
  + *written consent from the parent or guardian allowing staff to administer medication; and*
  + *proof of training in the administration of such medication by the child's GP, a district nurse, children’s’ nurse specialist or a community paediatric nurse.*
* *Copies of all three documents relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal (if you have another provider, please check their procedures with them). Written confirmation that the insurance has been extended will be issued by return.*

Key person for special needs children - children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

* Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
* The key person must have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.
* Copies of all letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal (if you have another provider, please check their procedures with them). Written confirmation that the insurance has been extended will be issued by return.

If you are unsure about any aspect, contact the Pre-school Learning Alliance Insurance Department on 020 7697 2585 or email membership@pre-school.org.uk.

**Further guidance**

* Managing Medicines in Schools and Early Years Settings (DfES 2005)

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**Other useful Pre-school Learning Alliance publications**

* Good Practice in Early Years Infection Control (2009)

**Manual Handling Policy**

As it is not possible to eliminate manual handling altogether, correct handling techniques must be followed to minimise the risks of injury. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the setting’s manual handling policy.

Remember - lifting and carrying children is different to carrying static loads and therefore manual handling training should reflect this. All staff will receive training in manual handling within their first year of employment and will receive ongoing training as appropriate.

# Preventing injuries

As with other health and safety issues, the most effective method of prevention is to eliminate the hazard – in this case, to remove the need to carry out hazardous manual handling. For example, it may be possible to re-design the workplace so that items do not need to be moved from one area to another.

However this is not possible for lifting children. In our settings where manual handling tasks cannot be avoided, they must be assessed as part of the risk assessment. This involves examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

As part of a manual handling assessment the following should be considered:

* The tasks to be carried out
* The load to be moved (remember to think about the children moving at this point)
* The environment in which handling takes place
* The capability of the individual involved in the manual handling.

A number of factors increase the risk of manual handling injuries, and these should be considered and controlled. The following paragraphs offer a number of suggestions.

**Correct lifting procedure**

**Planning and procedure**

* Think about the task to be performed and plan the lift
* Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
* Never attempt manual handling unless you have read the correct techniques and understood how to use them
* Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury
* Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
* Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
* If more than one person is involved, plan the lift first and agree who will lead and give instructions
* Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
* Lighting should be adequate
* Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
* Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
* Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
* Consider a resting point before moving a heavy load or carrying something any distance.

**Carrying children**

* If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting
* Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally
* Wherever possible, avoid carrying the child a long distance
* Where a child is young and is unable to hold onto you, ensure you support them fully within your arms
* Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you
* If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing
* Students will not carry children
* Pregnant staff members are advised not to carry children.

**Position**

* Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself (or turn the load around) so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

**Lifting**

Always lift using the correct posture:

* Bend the knees slowly, keeping the back straight
* Tuck the chin in on the way down
* Lean slightly forward if necessary and get a good grip
* Keep the shoulders level, without twisting or turning from the hips
* Try to grip with the hands around the base of the load
* Bring the load to waist height, keeping the lift as smooth as possible.

**Moving the child or load**

* Move the feet, keeping the child or load close to the body
* Proceed carefully, making sure that you can see where you are going
* Lower the child or load, reversing the procedure for lifting
* Avoid crushing fingers or toes as you put the child or load down
* If you are carrying a load, position and secure it after putting it down
* Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position
* Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

# The task

* Carry children or loads close to the body, lifting and carrying the load at arm’s length increases the risk of injury
* Avoid awkward movements such as stooping, reaching or twisting
* Ensure that the task is well designed and that procedures are followed
* Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying
* Minimise repetitive actions by re-designing and rotating tasks
* Ensure that there are adequate rest periods and breaks between tasks
* Plan ahead – use teamwork where the load is too heavy for one person.

# The environment

* All staff should ensure that their surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
* Remove obstructions and ensure that the correct equipment is available.

# The individual

* Never attempt manual handling unless you have been trained and given permission to do so
* Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.

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| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Missing child**

**Policy statement**

Children’s safety is our highest priority, both on and off the premises. Every attempt is made, through carrying out the outings procedure and the exit/entrance procedure, to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

**Procedures**

###### *Child going missing on the premises*

* As soon as it is noticed that a child is missing, the key person/staff alerts the setting Manager.
* The setting Manager calls the police and reports the child as missing and then calls the parent. The setting Manager will carry out a thorough search of the building, surrounding and garden.
* The register is checked to make sure no other child has also gone astray.
* Doors and gates(where applicable) are checked to see if there has been a breach of security whereby a child could wander out.
* The setting Manager talks to the staff to find out when and where the child was last seen and records this.
* The setting Manager contacts the director or owner and reports the incident. The director or owner comes to the setting immediately to carry out an investigation, with the management team where appropriate.

*Child going missing on an outing*

This describes what to do when staff have taken a small group on an outing, leaving the setting Manager and/or other staff back in the setting. If the setting Manager has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

* As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity, but does not search beyond that.
* The setting manager is contacted immediately (if not on the outing) and the incident is recorded.
* The setting manager contacts the police and reports the child as missing.
* The setting manager contacts the parent, who makes their way to the setting.
* Staff take the remaining children back to the setting.
* In an indoor venue, the staff contact the venue’s security who will handle the search and contact the police if the child is not found.
* The setting manager contacts the director or owner and reports the incident. The director or owner comes to the setting immediately to carry out an investigation, with the management committee, (where appropriate).
* The setting manager or member of staff may be advised by the police to stay at the venue until they arrive.

*The investigation*

* Staff keep calm and do not let the other children become anxious or worried.
* The setting manager together with a representative of the management team, speaks with the parent(s).
* The director or owner, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
* The key person/staff member writes an incident report detailing:
* The date and time of the report.
* What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
* When the child was last seen in the group/outing.
* What has taken place in the group or outing since the child went missing.
* The time it is estimated that the child went missing.
* A conclusion is drawn as to how the breach of security happened.
* If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children’s social care may be involved if it seems likely that there is a child protection issue to address.
* The incident is reported under RIDDOR arrangements(see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
* In the event of disciplinary action needing to be taken, Ofsted is informed.
* The insurance provider is informed.

###### *Managing people*

* Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
* The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
* Staff may be the understandable target of parental anger and they may be afraid. Setting manager need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
* The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting manager. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting manager and the other should be the director of the company or representative, or the proprietor. No matter how understandable the parent’s anger may be, aggression or threats against staff are not tolerated, and the police should be called.
* The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children’s questions honestly but also reassure them.
* In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The director or proprietor will use their discretion to decide what action to take.
* Staff must not discuss any missing child incident with the press without taking advice.

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**Safeguarding and Welfare Requirement: Health**

Providers must ensure there are suitable hygienic changing facilities for changing any children who are in nappies.

**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.
* 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 when necessary.
* Each child has their own bag to hand with their nappies or pull ups, changing wipes and changing cloth.
* Our staff put on gloves and aprons before changing starts and the areas are prepared. Changing mat is wiped down with disinfectant after every change.
* 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 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 [and will be a disciplinary matter].

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| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**No-smoking**

**Policy statement**

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors.

**Procedures**

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

**Legal framework**

* The Smoke-free (Premises and Enforcement) Regulations (2006)
* The Smoke-free (Signs) Regulations (2012)

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**Online safety (inc. mobile phones and cameras)**

**Policy statement**

We take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

**Procedures**

* Our designated person responsible for co-ordinating action taken to protect children is:

The setting manager or deputy

# Introduction

ICT, digital and mobile technology resources are now regarded as essential to support learning, teaching and personal and social development. They form part of an essential life skill. When using technology with young children and adults in their setting, professionals need to ensure that the resource is used safely and responsibly. This policy sets out some guidelines for you to use.

1. **Why is internet use important?**
   * The internet can be used to support learning as well as for social and personal development activities. It can motivate, engage and develop self esteem, confidence and as a tool for the development of social capital. It is now regarded as a necessary tool, in settings, for practitioners and children
   * Internet access is an entitlement for children and young people who show a responsible and age appropriate approach to its use
   * The internet is an essential element for education, business and social interaction. Childville has a duty to provide children and young people in our settings with quality Internet access as part of their experience.
2. **How will internet use enhance learning and personal and social development?**
   * Internet access for children and young people will be designed for educational aspects of social and developmental use and will include age appropriate filtering
   * Guidance about appropriate Internet use will be part of the support for children and young people
   * All practitioners should guide children and young people in online activities that will support their developmental and learning outcomes.
3. **How will internet access be authorised?** 
   * All users of the internet will need to agree to responsible internet use
   * For younger users, access to the internet will be closely supervised by an adult allowing access to specific and agreed sites only. Older children and young people will be provided with wider access and greater autonomy in line with their age and maturity of use.
4. **How will filtering be managed?** 
   * A designated senior member of staff and/or the registered provider (names displayed on the nominated person table on the notice board) will manage the permitting and banning of additional web sites identified by Childville.
   * Childville will work in partnership directly with parents/carers and London Borough of Barking & Dagenham (LBBD) to ensure systems to protect children and young people are reviewed and improved.
   * If practitioners or children and young people discover unsuitable sites, it must be reported to the manager to log, the URL (address) and content must be reported to the Internet Service Provider (e.g. Vodafone, Virgin Media etc) via Childville designated person.
   * Childville should download and install free web filtering systems.
   * Manager/Senior practitioners will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
   * Any material that the setting or organisation believes is illegal must be referred to the Internet Watch Foundation.
   * Any disclosure/concerns about online grooming must be reported using the safeguarding flowchart and CEOP.

1. **How will the risks be assessed?**
   * In common with other media such as magazines, books and DVDs, some material available via the Internet is unsuitable for children and young people. Childville will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of internet content, it is not possible to guarantee that unsuitable material will never appear on a computer. Childville cannot accept liability for the material accessed, or any consequences of internet access
   * The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990
   * The e-safety lead for Childville will have an awareness of current e-safety advice and will embed this within the work with children and young people
   * The Provider/Managers/senior practitioners for Childville will ensure that the Internet policy is implemented and compliance with the policy monitored.

# Managing content

* If an unsuitable site is discovered, the URL (address) and content must be reported to LBBD using the safeguarding concern flow chart or the appropriate Internet Service Provider that the setting uses.
* If appropriate, specific activities will be included within the work that Childville undertakes to allow all children and young people to develop their media literacy skills.

**6.1 How should website content be managed?**

* Written permission from parents or carers will be obtained before photographs of children and young people under the age of 16 are published on the setting’s web site and display board.
* Website photographs that include children and young people will be selected carefully and will not enable individuals to be clearly identified.
* Full names of children and young people should not be used anywhere on the website, first names will only be used in association with photographs
* Where audio and video are included (e.g. Podcasts and Video Blogging) the nature of the items uploaded will not include content that allows the children and young people, under the age of 16 to be identified.
* The owner/manager/ or nominated persons will take overall editorial responsibility and ensure that content is accurate and appropriate.

# 7. Communication

## 7.1 Managing e-mail

* Childville will promote safe use of e-communications to other practitioners, professionals, parents/carers, children and young people
* Children and young people should immediately report to an adult if they receive offensive e-mails
* Children and young people should not reveal any details of themselves to people they do not know, such as an address or telephone number, or arrange to meet anyone.
* Childville will not provide children with individual accounts for email.
* E-mails sent to an external organisation by staff members should be written carefully and authorised before sending, in the same way as a letter written on headed paper.

## On-line communications and social networking

* In general, the use of online chat will not be permitted other than as part of an online learning environment
* Staff and children will not be allowed access to social networking sites on Childville premises.
* Social networking sites may be allowed for specific purposes only, e.g. teaching e-safety.

## Mobile technologies

## Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before its use within Childville is allowed, e.g. wifi enabled notebooks.

* Mobile phones are used for business purposes by Childville settings on a daily basis. A setting mobile should not be used to take children's photograph. Parents, other staff members and older children will be asked not to use personal mobiles for calls or photographs whilst in the setting and provision will be made to safely store personal phones.

# Introducing the policy to children and young people

* Rules and rights for Internet access will be displayed in the setting.
* Support for responsible and safe use should precede Internet access
* Children and young people must be informed that Internet use is monitored
* The teaching of e-safety will be part of the provision for all children and young people. It will include key messages that are age and maturity appropriate, such as keeping personal information safe, dealing with cyber bullying, knowing who to tell if there is inappropriate content/contact on-line.

# Families, carers, setting managers and e-safety

* Adults’ attention should be drawn to the e-safety policy in newsletters, Childville brochure, and/or the setting’s website
* Regular information should be provided to parents and carers about how to ensure they can work with Childville to ensure resources are used appropriately.
* A partnership approach with parents and carers should be encouraged. This could include newsletters and suggestions on online training websites for safe internet use at home.
* Advice on filtering systems, educational and leisure activities shared by LBBD that include responsible use of the internet will be made available to parents.
* Interested parents should be referred to organisations such as CEOP, Childnet International, Parent Information Network (PIN), Parents Online and NCH Action for Children.

# Consulting with practitioners and their inclusion in the

# e-safety policy

* All practitioners should be consulted about the contents of this policy to ensure that the use of the internet and mobile technologies supports their work with children and young people in a safe environment
* All practitioners should be required to see and sign the policy for responsible

e-mail, network and internet use as part of their induction

* The consequences for internet and mobile phone/Personal Digital Assisted (PDA) technology misuse should be clear so that all adults are confident to apply this should the situation arise (e.g. supervised access, withdrawal of access)
* Practitioners should be aware that internet traffic is monitored and if reported by Childville to the internet service provider, it can be traced to the individual user. Discretion and professional conduct is therefore essential.
* The monitoring of internet use is a sensitive matter. Managers who operate monitoring procedures should be assisted by another senior practitioners and/or owner.
* Practitioner development in safe and responsible internet use will be provided as required by the setting.

**11. How will complaints be handled?**

* Responsibility for handling incidents will be delegated to the manager or deputy and/or senior practitioner.
* Any complaint about practitioner misuse must be referred to the manager and/or the deputy.
* Parents and children and young people will need to work in partnership with practitioners to resolve issues should they arise
* There may be occasions when the police must be contacted. Early contact could be made to establish the legal position and discuss strategies.
* Sanctions available include:
* Interview/counselling by a designated senior practitioner
* Informing parents or carers
* Removal of internet or computer access for an identified proportional amount of time
* Supervised access.

**Out of School Club**

**E-safety – We will help you to................**

* Know how to stay safe on-line and get the most from being on-line
* Enjoy the internet and the fun, safe things it has to offer
* Know that you have choices about how you use the internet
* Keep your personal information safe
* Explore the internet, but remember not to believe everything on the web
* Tell a member of staff or trusted adult if you think anyone is acting suspiciously, not everyone is who they say they are on-line
* Be safe from cyber bullying and know how to deal with this if it happens to you
* Not feel guilty if you accidentally see something inappropriate on-line and to tell an adult straight away

Be respectful when going on-line and being off-line **Out of School Club**

# Responsible internet use

These rules help us to be fair to others and keep everyone safe.

* I will ask permission before using a computer and the internet
* If I have an ‘individual login’ this is the one I will use, no-one else’s, which I will keep secret
* I will only open or delete my own files
* I understand that I must not bring in and use software or files without permission
* I will only e-mail and open attachments from people I know, or have been approved
* The messages I send will be polite and sensible
* I understand that I must never give my home address or phone number to people I do not know, or to post on a social networking site
* I will not arrange to meet people that I do not know face-to-face
* If I see anything I am unhappy with or I receive messages I do not like, I will tell a trusted adult immediately
* I understand that if I deliberately break these rules, I may not be allowed to use the internet or computers

Childville may exercise its right to monitor the use of its computer systems, including access to web-sites, the interception of e-mail and the deletion of inappropriate materials (if applicable) where it believes unauthorised use of the computer system is or may be taking place, or the system is or may be, or being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound. The web filtering systems Childville have installed monitors all internet use and will notify the police and the LBBD Local Authority if an illegal website is accessed.

**Name:**

**Signature:**

**Date:**

# Childville Internet Use Consent Form

Gaining children’s, young people’s and parents’ agreement to the rules for ‘responsible internet use’ is important, but requires management.

Some organisations do this once each year at the same time as checking home and emergency contact details. The rules for ‘responsible internet use’ should be given to parents/carers to ensure clarity.

|  |  |
| --- | --- |
| **Responsible internet use**  Please complete, sign and return to the designated member of staff | |
| **Name:** | |
| **Agreement**  I have read and I understand the rules for responsible internet use. I will use the computer system and internet in a responsible way and follow these rules at all times. | |
| **Signed:** | |
| **Parent/carer’s consent for internet access**  I have read and understood the rules for responsible internet use and give permission for them to access the internet. I understand that Childville will take all reasonable precautions to ensure children and young people cannot access inappropriate materials. I understand that Childville cannot be held responsible for the nature or content of materials accessed through the Internet. I agree that Childville is not liable for any damages arising from use of the internet facilities. | |
| **Signed:** | **Date:** |
| **Please print name:** | |
| **Parent’s consent for web publication of work and photographs**  I agree that, if selected, my child/young person’s work may be published on Childville website. I also agree that images, sound files and video that include my son/daughter may be published subject to the rules that this content will not clearly identify individuals and that full names will not be used. | |
| **Signed:** | **Date:** |

# Childville Laptop policy for practitioners

1. The laptop is allocated to the setting manager and is their responsibility. If another member of the team borrows it, the responsibility still stays with the individual allocated. Only Childville staff and children within the setting should use the laptop.
2. The laptop remains the property of Childville.
3. All laptops storing sensitive information should have software to encrypt the data
4. All laptops storing sensitive information should have password protected screen savers that will appear after two minutes
5. Any unnecessary data should be deleted from the setting laptop immediately
6. When in the setting and not being used, the laptop should be switched off and kept secure
7. Whenever possible, the laptop should not be left in an unattended car. If there is a need to do so it should be locked in the boot
8. The laptop should not be taken on a trip or outing and must not be taken abroad
9. Practitioners may load their own software onto the laptop but it must be fully licensed, age appropriate and with authorisation from the setting manager
10. If any removable media is used then it should be checked to ensure it is free from any viruses and should be saved on an encrypted memory stick
11. It will be the responsibility of the setting manager to ensure virus protection software that has been installed on the laptop is kept up to date
12. Practitioners should not attempt to significantly alter the computer settings without express authorisation from the setting manager
13. Children and young people must never use the laptop without adult supervision and knowledge
14. When being transported, the carrying case supplied should be used at all times
15. The laptop would be covered by normal household insurance whilst away from the premises. If not it should be kept in the setting and stored securely at all times when not in use.

**Name:**

**Signature:**

**Date:**

**Childville Policy for responsible e-mail, network and internet use for the practitioners**

1. I will use all ICT equipment issued to me in an appropriate way. I will not:
   * Access offensive websites or download offensive material
   * Make personal use of the internet or e-mail unless agreed by the setting manager/and or owner
   * Copy information from the internet that is copyright or without the owner’s permission or acknowledging copyright as appropriate
   * Place inappropriate material onto the internet
   * Communicate information that could be considered to be offensive or otherwise inappropriate
   * Disregard my responsibilities for security and confidentiality
   * Download files that will adversely affect the security of the laptop and network.
   * Access the files of others or attempt to alter the computer settings
2. I will act on-line as I would off line, in accordance with Childville code of conduct
3. I will only access the system with my own name and registered password, which I will keep secret and safe
4. I will inform the manager of Childville as soon as possible if I know my password is no longer secret
5. I will always log off the system when I have finished working
6. I understand that Childville may, in line with policy, check my computer files and e-mails and may monitor the internet sites I visit.
7. I will not open e-mail attachments unless they come from a recognised and reputable source. I will bring any other attachments to the attention of the setting manager
8. All joke e-mails are potentially damaging and undesirable and therefore should not be used
9. I will report immediately any unpleasant material or messages sent to me
10. I understand that a criminal offence may be committed by deliberately accessing internet sites that contain certain illegal material
11. Equipment belonging to Childville will not be used for personal financial gain, gambling, political purposes or advertising and is forbidden
12. I understand that if I do not adhere to these rules, my network access will be suspended immediately, the laptop removed and that other disciplinary consequences may follow.

**Name:**

**Signature:**

**Date:**

***Information Communication Technology (ICT) equipment***

* Only ICT equipment belonging to the setting is used by staff and children.
* The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
* All computers have virus protection installed.
* The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

***Internet access***

* Children should never be given unsupervised access to the internet.
* If staff access the internet with children for the purposes of promoting their learning, written permission is gained from parents who are shown this policy.
* The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
* Children are taught the following stay safe principles in an age appropriate way prior to using the internet;
* only go on line with a grown up
* be kind on line
* keep information about me safely
* only press buttons on the internet to things I understand
* tell a grown up if something makes me unhappy on the internet
* Designated persons will also seek to build children’s resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
* If a second hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
* All computers for use by children are located in an area clearly visible to staff.
* Children are not allowed to access social networking sites.
* Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at [www.iwf.org.uk](http://www.iwf.org.uk/).
* Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency’s Child Exploitation and Online Protection Centre at [www.ceop.police.uk](http://www.ceop.police.uk/)**.**
* The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
* If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or www.nspcc.org.uk, or Childline on 0800 1111 or www.childline.org.uk.

*Email*

* Children are not permitted to use email in the setting. Parents and staff are not normally permitted to use setting equipment to access personal emails.
* Staff do not access personal or work email whilst supervising children.
* Staff send personal information by encrypted email and share information securely at all times.

*Mobile phones – children*

* Children are not permitted to bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in [locked cupboard or in the storage room] until the parent collects them at the end of the session.

***Mobile phones – staff and visitors***

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used or shown. Our aim is to help eliminate the following concerns:

1. Staff being distracted from their work with children
2. The inappropriate use of mobile phone cameras around children

## Aim

Our aim is to:

* Have a clear policy on the acceptable use of mobile phones and cameras that is understood and adhered to by all parties concerned without exception.

In order to achieve this aim, we operate the following acceptable use policy:

* Childville allows staff to bring in personal mobile telephones and devices for their own use with agreed procedures for storage and use
* Personal mobile phones are not used by our staff on the premises during working hours. They will be stored in a locked cupboard or in storage area.
* Under no circumstances does Childville allow a member of staff to contact a current child or parent/carer using a device other than that belonging to the setting
* Users bringing personal devices into Childville setting must ensure there is no inappropriate or illegal content on the device.
* Staff should ensure that the manager has up to date contact information and that staff make their own families, children’s schools etc. aware of an emergency work telephone numbers. This is the responsibility of the individual staff member.
* All parent helpers/students will be requested to place their phone in the appropriate place and not take calls in work contact time.
* In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager.
* Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
* If our members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
* Parents and visitors are requested not to use their mobile phones whilst on the premises. We make an exception if a visitor’s company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present.
* No mobile phone sign will be displayed within the setting.
* These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other settings.
* It is the responsibility of all members of staff to be vigilant and report any concerns of other staff’s behaviour immediately to the manager or another party such as LBBD Local Authority Designated Officer (LADO) or Ofsted.
* Concerns will be taken seriously, logged and investigated appropriately (in accordance with LBBD procedure, Staff Capability to Safeguard Children in Early Years or Childcare setting).
* The manager, in his/her absence, reserves the right to check the image contents of a member of staff’s mobile phone should there be any cause for concern over the appropriate use of it.
* Should inappropriate material be found then the LADO will be contacted immediately. We will follow the guidance of the LADO as to the appropriate measures for the staff member’s disciplinary action.

## Cameras and videos

Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care. This includes mobile phone photographs.

* Only the designated setting camera or mobile phone is to be used to take any photo within the setting or on outings.
* Images taken on this device must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
* All staff are responsible for the location of the camera/video recording devise. At all times the camera must be placed in a prominent place where it can be seen.
* The camera must be locked away at the end of every session.
* Images taken and stored on the camera must be downloaded as soon as possible (usually within a week)
* Images must only be down-loaded by the manager or deputy.
* Ideally images should be downloaded on-site. Should this facility not be available these may be downloaded off-site and erased from the computer as soon as the images have successfully been printed.
* Photographs should then be recorded in children’s learning journeys as soon as possible and kept secure.
* Under no circumstances must cameras of any kind be taken into the bathrooms or changing areas without prior consultation with the manager or leader. Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
* Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). Such use is monitored by the manager.
* Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else’s child or to upload photos of anyone else’s children.
* If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their setting on it.
* We are aware of our responsibility under the Data Protect Act 1988 which requires every organisation that processes personal information (i;e; children's pictures for learning journal, recording of children on camcorder during settling in, CCTV etc) to register with Information Commissioner's Office (ICO).Childville is registered with ICO and registration certificate is displayed on parents notice board.
* Failure to adhere to the contents of this policy may lead to disciplinary procedures and criminal charges being made.

**Name:**

**Signature:**

**Date:**

**Guidelines for practitioners and other staff using social networking sites**

Social networks are very popular and used by all ages in society. The most popular social networks are web-based, commercial, and not designed for educational use. They include sites like Facebook. For individuals, social networking sites provide tremendous potential opportunities for staying in touch with friends and family.

As childcare workers, we have a professional image to uphold and how we conduct ourselves online helps determine this image. There have been instances of childcare professionals demonstrating professional misconduct while engaging in inappropriate dialogue about their setting and/or children, staff and parents; or posting pictures and videos of themselves engaged in inappropriate activity. Increasingly, staff online identities are too often public and can cause serious repercussions, both privately and professionally.

One of the hallmarks of social networks is the ability to “friend” others – creating a group of others that share interests and personal news. You are strongly advised not to accept invitations to *friend* children or parents within these social networking sites. When children and parents gain access into a worker’s network of friends and acquaintances and are able to view personal photos, the dynamic is altered. ‘Friending’ children and parents provide more information than should be shared in an educational setting. It is important to maintain a professional relationship to avoid relationships that could be misconstrued and/or are contrary to the ‘Guidance for Safer Working Practices for Adults who Work with Children and Young People (November 2007)’.

For the protection of your professional reputation, it is expected that you comply with the following practices:

## Friends and ‘friending’

* Staff should never accept service users, children and parents as friends due to it being a breach of expected professional conduct.
* Staff should not initiate friendships with children and parents.
* Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
* In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
* Staff observe confidentiality and refrain from discussing any issues relating to work.
* Staff should not share information they would not want children, parents or colleagues to view.
* Staff should report any concerns or breaches to the manager in their setting/or the owner.
* Staff must avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.
* Remember that people classified as ‘friends’ have the ability to download and share your information with others.

## Content

* Do not write or respond to anything deemed to be defamatory, obscene, proprietary, or libellous. Exercise caution with regards to exaggeration, colourful language, guesswork, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterisations
* Consider whether a particular posting puts your effectiveness as a childcare professional at risk.
* Post only what you want the world to see. Imagine that all work contacts are all able to visit the site. It is not like posting something to your web site or blog and then realizing that a story or photo should be taken down. On a social networking site, once you post something it may be available, even after it is removed from the site.
* Do not discuss children, parents or co-workers or publicly criticise the setting policies, activities or business.
* Do not post images that include child and/or parents.

## Security

* Visit your profile’s security and privacy settings. At a minimum, childcare professionals should have all privacy settings set to “only friends”
* “Friends of friends” and “Networks and Friends” open your content to a large group of unknown people. Your privacy and that of your family may be a risk. People you do not know may be looking at you, your work, your home, your children, your grandchildren; - your lives!

## Parental guide

* Staff are advised not to accept invitations from parents to “friend” on social networking sites and to do so may put them in a difficult work position. We expect them to maintain a professional relationship with you that is not compromised by sharing information on a social networking site.
* Similarly we would ask you not to post information on your site that could affect other families and their children from our childcare setting. This particularly would apply if children’s names or photographs were to appear in the context of our setting
* We would always take legal advice if our setting were to be quoted in a defamatory way on a social networking site.

**Name:**

**Signature:**

**Date:**

**Glossary of Terms**

**Blog** -Short for Web Log; an online diary

**DfE** - Department for Education

**Friending** - Add (someone) to a list of contacts associated with a social networking website

**Podcast** - a downloadable sound-recording that can be played on computers and MP3 players

*Electronic learning journals for recording children’s progress*

* Managers seek permission from the senior management team prior to using any online learning journal.

A risk assessment is completed with details on how the learning journal is managed to ensure children are safeguarded.

* Staff adhere to the guidance provided with the system at all times.

*Use and/or distribution of inappropriate images*

* Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
* Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague’s or others’ behaviour are reported (as above).

**Further guidance**

* NSPCC and CEOP *Keeping Children Safe Online* training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/

|  |  |  |
| --- | --- | --- |
| This policy was adopted by |  | *(name of provider)* |
| On |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Other useful Pre-school Learning Alliance publications**

Safeguarding Children (2013)

Employee Handbook (2012)

**Outdoor Play**

At our settings we are committed to the importance of outdoor play and physical development in all children regardless of their age and stage of development. All activities will be made accessible to children with learning difficulties and disabilities to ensure all children are able to freely and independently use the outdoor area and physical play opportunities to best effect.

Children need regular access to outdoor play in order to develop their large and small muscles, experience an environment that is different to the inside of the pre-school and after school clubs and more importantly access sunlight in order to absorb vitamin D more effectively.

The setting will ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Staffs are informed of the importance of these procedures and are trained appropriately to ensure these procedures are followed effectively.

Safety mats **must** be around the climbing frame when children are outside in the garden.

Parents’ permission is sought for their child to go out on setting trips upon registration; this includes short outings into the local community. Please refer to the visits and outings policy for further information on this process.

All outdoor play opportunities and outings will complement the indoor activities and provide children with both adult-led and child-initiated opportunities (wherever appropriate) to enable children to learn and practice new skills, knowledge and behaviours.

The setting will use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside.

* Health and safety
* Missing child policy
* Parental Involvement
* Supervision of children on outing and visits
* Visits and outings.

|  |  |  |
| --- | --- | --- |
| This policy was adopted at a meeting of |  | *(name of provider)* |
| Held on |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**OUTDOOR PLAY PROCEDURE**

Our setting offers free-flow to our outside area (where applicable) or taken for outdoor daily where children can make the choice to play inside or outside.

We ensure:

* There is suitable and age appropriate equipment.
* All our children are suitably dressed for all weathers.
* Children and staff have adequate sun protection.
* Children will have sunhats when outside.
* The area is risk assessed and checked daily for rubbish and unsuitable conditions.
* We have adequate staff/children ratios at all times.
* Children will be safeguarded whilst outside.
* Water will be provided outside if hot.

|  |  |  |
| --- | --- | --- |
| This policy was adopted at a meeting of |  | *name of provider* |
| Held on |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Pandemic Policy**

Policy

The Health and Safety of all children, practitioners, parents, and visitors to our out of school club is, of paramount importance and it is set out in this policy to provide a suitable, safe environment during any pandemic.

The Health and Safety Co-Ordinator is Rubena, who (along with the out of school club manager) has overall responsibility. We will always take guidance from the Government and the Local Authority at this time and will act on the instructions given.

Following discussion with the schools, currently parent/carer will not be allowed into  the school compound. Children will be brought to parent/carer by the school gate in compliance with the school risk assessment procedure.

Procedures

**Fees and Charges**

The out of school club will follow guidance from the Government and Local Authority regarding whether the out of school club should close to some or all children during a pandemic.

If your child falls into the category where childcare will **NOT** be offered during the period of a pandemic, then the out of school club will not charge you during this time.

If your child does fall into the category, whereby the out of school club offers your child an out of school club place, you will be able to choose to opt in or opt out of receiving childcare during the pandemic.

If you choose to **OPT IN**to receiving childcare, then normal terms and conditions will apply, and you will be charged out of school club fees.

If you choose to **OPT OUT** (then you give your 4 weeks notice and use your deposit plus outstanding credit) and your child will not receive childcare after the notice period and you will not be charged out of school club fees. Please note that you will have to re register your child when you are ready.

***The out of school club will only implement a Lockdown and or reopening on the instructions of the Government. A full risk assessment will be completed before the children and practitioners return to out of school club.***

**Sickness**

During any pandemic we will follow the instructions of the Government and the Local Health Authority new guidance with regards to children’s and practitioner’s health.

We will follow our sickness procedure. You will be charged full fees if your child becomes unwell and shows any signs of the pandemic illness. Your child will be required to remain at home in isolation for the assigned period.

**Practitioners**

• Practitioners will only attend out of school club if they are symptom free, have completed the required isolation period or achieved a negative test result.

• Practitioners who show signs of becoming unwell due to the pandemic during their working day will be sent home, advised to call 111 and following the guidance given. They will be sent for testing (if applicable) to confirm the case and what procedures to follow.

**Training**

• Practitioners will complete online training related to the pandemic and infection control.

• All practitioners will receive appropriate training and instructions on health and safety during a pandemic.

• Training will be completed online until further notice.

**Social Distancing and Adult Ratio**

• Practitioners will remain in small bubble groups with children as agreed with headteacher at each centre.

• Children will be taken into the out of school club playground in small groups and the playground will be visually sectioned off for each group.

• Disapplication to the Early Years Foundation Stage Statutory Guidance will be implemented including changes to ratios and qualifications.

• Staff will avoid physical contact with each other including handshaking, hugs etc.

**Visitors**

• The number of visitors to the building will be reduced to only essential building maintenance where applicable.

• Attendance to the out of school club will be restricted to children and practitioners only.

• Out of school club tours will continue after the setting has been open for 3 months following a pandemic.  This will be done in a smarter way avoiding contact with children.

**Handwashing**

• Practitioners and children will be asked to wash their hands on entering the out of school club and regularly throughout the day using soap and warm water.

**Cleaning**

• During any period of lockdown and a pandemic the out of school club will be deep cleaned before the return of children.

• An enhanced cleaning program will be implemented.

• Toys and equipment will be cleaned or disinfected at the end of each session.

• Door handles and bathroom will be cleaned regularly during the day.

• Normal process will continue for the use of tissues, disposal in the bin and hands washed.

• We will follow our current disposal of waste materials.

• Bins within out of school club will be emptied following the snack period and disposed of in outside bin.

**Risk Assessment**

• All activities will be visually risk assessed and a formal written risk assessment completed if required.

• During the pandemic, the out of school club will not use malleable(soft) materials or food play. This will continue and then reviewed in line with the guidance from the Government and the Local Authority. Children can still play with water as longs as it contains soap.

• In the event of another lockdown, the appropriate Health and Safety checks of the building will continue with regards to fire alarms and water checks (legionnaires) by the school authority.

• Windows and doors will be kept open as much as possible to allow the free flow of air within the building.

**Personal Protective Equipment (PPE):**

• We will take guidance from the Government with regards to PPE.  Following good handwashing and hygiene practice is currently recommended. If the advice from the Government changes, PPE will be provided in line with advice.

• PPE supplies will be monitored to ensure we always have a good supply.

• Gloves and aprons will be provided following an accident (toileting or physical).

**Settling period to the out of school club:**

• A revised settling period will be adopted. Settling will be planned for individual children by the key person, with a focus on the child’s well-being.

• Objects from home will be restricted.

**Responding to child illness**

• In the event of a child developing suspected symptoms of the current pandemic whilst attending the setting, we will follow our normal sickness policy and ask for the child to be collected by a parent/guardian as soon as possible.

• In addition to our current sickness policy we will.

* Allocate one toilet to the child and which will be clean after they have left.
* Practitioners will wear PPE gloves, aprons and mask while caring for the child until the parent/guardian collect.
* The child will be kept in isolation with one practitioner until collected.
* The area including the bathroom will be thoroughly cleaned once the child has left.
* The child’s parent will need to seek medical attention from 111 and self-isolate with their family during this time, or at least until they receive negative test results.
* Illness will be recorded on the infection control register.
* Children will not be readmitted to the out of school club until they have followed the current pandemic isolation period or have received a test result to say they are not infected.  This will be recorded on the infection control register.

**Contact and Home Learning**

• Families will be contacted regularly by the management team, via telephone, email, online formats during any out of school club closure.

• Families with children who are identified as vulnerable, will be contacted more frequently.

• Families will be supported if they need any support with referrals to other agencies such as food banks or Social Care.

**Parental involvement**

**Policy statement**

At Childville 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’.

**Procedures**

* Parents are made to feel welcome in our setting; they are greeted appropriately.
* 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. We provide you with a privacy notice that details how and why we process your personal information. 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 specific 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 via newsletters.
* We notify parents in advance 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/I] 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.
* Developmental records of children.

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| --- | --- | --- |
| This policy was adopted by |  | *name of provider* |
| On |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Other useful Pre-school Learning Alliance publications**

* Complaint Investigation Record (2015)
* Engaging Mothers & Fathers (2010)
* Safeguarding Children (2013)
* The First and Foremost Series (2008)
* Play cards for the Home Environment (2016)

**Prevent Duty**

Statutory Guidance ‘Working Together to Safeguard Children’ March 2015

The ‘**Prevent duty’** guidance for schools and childcare providers was published in June 2015. The Ofsted ‘Common Inspection Framework’ came into place in September 2015. Both documents refer to the statutory obligation of both schools and childcare providers to report concerns relating to the possibility of children, families, practitioners or other premises users of being vulnerable to radicalisation and/ or extremism.

The ‘Prevent duty’ obligation to be aware of and report concerns relating to radicalisation and/ or extremism must be included in setting’s Safeguarding policies.

I have a duty to report concerns and to inform Ofsted and local Safeguarding officer if any reports have been made. Below are the contact details of the local ‘Police Prevent Officer’ and ‘LBBD Prevent coordinator’ and a brief outline of the procedures. A detailed flow chart and updated outline of the procedure will be circulated to settings shortly.

**Reporting Concerns**

If I have concerns relating to any families, practitioners, shared premises users or children that may be vulnerable in regards to radicalisation and/ or extremism they have a duty to report these concerns.

If there are associated safeguarding concerns then I will follow the standard safeguarding procedures but will also have to inform the Police Prevent Officer of the concern.

If there are no other associated safeguarding concerns then I must notify the Police Prevention Officer of the concern. This can be done via email or by telephone. If contact has been made via telephone then this needs to be followed up with an email so that the setting has a written record that the concern has been reported.

**Police Prevent Officer Greig Urquhart**

[Greig.Urquhart@met.pnn.police.uk](mailto:Greig.Urquhart@met.pnn.police.uk)

**Phone: 07766 227 261.**

**Training and Risk Assessment**

Childville can contact Gareth Tuck to organise training relating to my awareness of the issues regarding the prevention of radicalisation and/ or extremism.

**London Borough of Barking and Dagenham Prevent Coordinator**

**Gareth Tuck**

**Phone: 020 8227 3875**

[Gareth.tuck@lbbd.gov.uk](mailto:Gareth.tuck@lbbd.gov.uk)

**Provider records**

**Policy statement**

We keep records and documentation for the purpose of maintaining our business. These include:

* Records pertaining to our registration.
* Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
* Financial records pertaining to income and expenditure.
* Risk assessments.
* Employment records of our staff including their name, home address and telephone number.
* Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the General Data Protection Regulations (2018), further details are given in our Privacy Notice and the Human Rights Act (1998).

This policy and procedure should be read alongside our Privacy Notice, Confidentiality and Client Access to Records Policy and Information Sharing Policy.

**Procedures**

* All records are the responsibility of our management team who ensure they are kept securely.
* All our records are kept in an orderly way in files and filing is kept up-to-date.
* Our financial records are kept up-to-date for audit purposes.
* We maintain health and safety records; these include risk assessments, details of checks or inspections and guidance etc.
* Our Ofsted registration certificate is displayed.
* Our Public Liability insurance certificate is displayed.
* All our employment and staff records are kept securely and confidentially.

We notify Ofsted of any:

* change in the address of our premises;
* change to our premises which may affect the space available to us or the quality of childcare we provide;
* change to [the name and address of our registered provider, or the provider’s contact information, address or contact information];
* For group provision: change to the person managing our provision;
* significant event which is likely to affect our suitability to look after children; or
* other event as detailed in the *Statutory Framework for the Early Years Foundation Stage* (DfE 2017).

**Legal framework**

* General Data Protection Regulations (GDPR) (2018)
* Human Rights Act 1998

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| --- | --- | --- |
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| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Other useful Pre-school Learning Alliance publications**

* Accident Record (2013)
* Accounts Record (2015)
* Safeguarding Children (2013)
* Recruiting Early Years Staff (2016)
* People Management in the Early Years (2016)
* Financial Management (2010)
* Medication Administration Record (2015)
* Daily Register and Outings Record (2015)
* Managing Risk (2009)
* Complaint Investigation Record (2015)

**Privacy notice (Parent)**

**Childville’s Privacy Notice**

Childville@ Manor, Manor Junior School, Sandrinham Road, Barking IG11 9AG

Contact No: 07760 191 413 email: childvillecentre@yahoo.com

The name of data protection officer is Nicky Coker and the centre Managers/Deputy

**Introduction**

Childville is committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

**What personal data do we collect?**

We collect personal data about you and your child to provide care and learning that is tailored to meet your child’s individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.

Personal details that we collect about your child include:

* your child’s name, date of birth, address, health and medical needs, development needs, and any special educational needs, copy of birth child birth certificate etc

Where applicable we will obtain child protection plans from social care and health care plans from health professionals.

We will also ask for information about who has parental responsibility for your child, who the child lives with and any court orders pertaining to your child.

Personal details that we collect about you include:

* your name, home and work address, phone numbers, emergency contact details, and family details etc.

This information will be collected from you directly in the registration form.

If you apply for up to 30 hours free childcare, we will also collect:

* Your national insurance number or unique taxpayer reference (UTR), if you’re self-employed. We may also collect information regarding benefits and family credits that you are in receipt of.

**Why we collect this information and the legal basis for handling your data**

We use personal data about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

* contact you in case of an emergency
* to support your child’s wellbeing and development
* to manage any special educational, health or medical needs of your child whilst at our setting
* to carry out regular assessment of your child’s progress and to identify any areas of concern
* to maintain contact with you about your child’s progress and respond to any questions you may have
* to process your claim for up to 30 hours free childcare ( where applicable)
* to keep you updated with information about our service

With your consent, we will also record your child’s activities for their individual learning record. This may include photographs and videos. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the school that your child will be attending(pre-school setting) (see *Transfer of Records* policy).

**Who we share your data with**

In order for us to deliver childcare services we will also share your data as required with the following categories of recipients:

* Ofsted – during an inspection or following a complaint about our service
* banking services to process chip and pin and/or direct debit payments (where applicable)
* the Local Authority Representatives and where you claim up to 30 hours free childcare as applicable
* the government’s eligibility checker (as above)
* Government bodies such as HMRC, TAX CREDIT CONTROLLERS
* our insurance underwriter (if applicable)
* our setting software management provider (if applicable)
* Medical Bodies/Practitioners
* Courts & Legal bodies
* the school that your child will be attending
* Human Resource Consultants
* Relatives and friends as named emergency contacts
* Yourselves

We will also share your data if:

* We are legally required to do so, for example, by law, by a court or the Charity Commission;
* to enforce or apply the terms and conditions of your contract with us;
* to protect your child and other children; for example by sharing information with social care or the police;
* it is necessary to protect our/or others rights, property or safety
* we transfer the management of the setting, in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way.

We will never share your data with any other organisation to use for their own purposes.

**How do we protect your data?**

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:

Your data collected on registration form, accident and incident forms are filed in a locked cabinet at the setting

**How long do we retain your data?**

We retain your child’s personal data for up to 3 years after your child no longer uses our setting, or until our next Ofsted inspection after your child leaves our setting. Medication records and accident records are kept for longer according to legal requirements. Your child’s learning and development records are maintained by us and handed to you when your child leaves.

In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements (see our Children’s and Provider Records policies).

**Automated decision-making**

We do not make any decisions about your child based solely on automated decision-making. Or explain details if this is the case.

**Your rights with respect to your data**

You have the right to:

* request access, amend or correct your/your child’s personal data
* request that we delete or stop processing your/your child’s personal data, for example where the data is no longer necessary for the purposes of processing; and
* request that we transfer your, and your child’s personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact us. If you have continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or [ico.org.uk/](https://ico.org.uk/)

**Changes to this notice**

We keep this notice under regular review. You will be notified of any changes where appropriate.

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| --- | --- | --- | --- |
| This policy was adopted by | |  | *(name of provider)* |
| On | |  | *(date)* |
| Date to be reviewed | |  | *(date)* |
| Signed on behalf of the provider | |  | |
| Name of signatory | |  | |
| Role of signatory (e.g. chair, director or owner) |  | | |

**29 Privacy notice - employees**

**Childville Privacy Notice - employees**

Childville After School Service Limited

Registered Address: 109B High Street, Old Town, Hemel Hempstead, HP1 3AH Tel: 07919913302

[Insert name of data protection officer (if appropriate) here

*Setting Managers and Nicky Coker*

**Introduction**

We are committed to ensuring that any personal data we hold about you is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

**What personal data do we collect?**

We collect personal data about you to manage the employment relationship you have with us. Personal details that we collect about you includes:

* your name, address, date of birth, gender, telephone number, emergency contact details
* your marital status and dependants
* work and employer history, qualifications and training
* your membership of any professional bodies
* your bank account details, National Insurance number, and tax code
* information on health and medical conditions
* your right to work in the UK
* your criminal record
* information about you in order to comply with the Disqualification by Association Regulations (only if applicable)
* your work pattern and periods of leave
* concerns, complaints (only if applicable)
* performance related data
* informal and formal action taken, warnings and related correspondence (only if applicable)
* [equal opportunities monitoring]
* [add further details as necessary]

We collect this information from your application form/CV, starter forms, copies of documents you provide, during meetings held with you and through other correspondence. We may also collect information from third parties, references from previous employers and criminal record checks from the DBS.

**Why we collect this information and the legal basis for handling your data**

We use personal data about you in order to fulfil the employment contract you have entered into. This includes using your data to:

* fulfil the terms of our employment relationship with you
* pay your salary

We also process your personal data in line with our legitimate interest for the following reasons:

* maintain accurate records, including emergency contact details
* to implement our employment policies and procedures and keep appropriate records
* to keep record of absences
* to ensure effective management of employee related issues
* planning, management and forecasting regarding the setting

We also process certain categories of data to comply with legal obligations. This includes:

* information on health and medical conditions
* information relating to criminal records
* certain types of leave for example sickness, maternity, paternity, etc., and to make appropriate payments

With your consent we may wish to take photographs of you to promote the setting. If this is the case we will ask for your consent in writing and provide further details. You will also have the right to withdraw your consent at any time.

**Who we share your data with**

In order for us to fulfil the terms and conditions of our employment relationship and to meet our legal obligations we will also share your data as required with the following categories of recipients:

* Ofsted as part of the recruitment and inspection process
* the Disclosure and Barring Service (DBS) to establish suitability for employment in the setting
* an umbrella body that is able to process DBS applications on our behalf
* with our payroll processor, in order to pay your salary
* Accountants
* HMRC for taxation purposes
* banking services to pay your salary
* to comply with automatic enrolment pension obligations
* our insurance underwriter, if you have an accident at work
* with parents and service users so that they have an understanding of your qualifications and experience
* with the schools/landlords we are renting our premises from.
* Government bodies such as HMRC for taxation purposes, TAX CREDIT CONTROLLERS
* Insurance underwriters
* Setting software management provider
* Schools
* Training Providers
* Courts and Legal bodies
* Human Resource Consultants
* Medical Bodies/ practitioners
* Relatives and friends as named emergency contacts
* Yourselves

(PLEASE NOTE THAT THIS LIST IS NOT EXHASTIVE)

We will also share your data if:

* we are legally required to do so, for example, by law, by a court or the Charity Commission
* to enforce or apply the terms and conditions of your contract with us
* to protect a child or children, for example by sharing information with the Local Authority Designated Officer, social care or the police
* it is necessary to protect our/or others rights, property or safety
* with our legal advisor where it is necessary to apply the terms and conditions of your employment contract or where there is a dispute
* we transfer the management of the setting, in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way.

We will never share your data with any other organisation to use for their own purposes.

**How do we protect your data?**

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:

Data’s are locked at each setting in a locked cabinet or cupboard.

**How long do we retain your data?**

We retain your personal data as follows:

* records – 6 years after employment ceases.
* wages/salary records (including overtime, bonuses, expenses) – 6 years
* statutory Maternity Pay (SMP) records – 3 years after the end of the tax year in which the maternity period ends
* Income Tax and National Insurance returns/records – at least 3 years after the end of the tax year to which they relate
* staff accident records and reportable health and safety incidents – 3 years after the date of the last entry
* accident/medical records as specified by the Control of Substances Hazardous to Health regulations (COSHH) 2002 – 40 years from the date of the last entry

[For further information see our Retention periods for records schedule.]

**Automated decision-making**

We do not make any decisions about you based solely on automated decision-making.

**Your rights with respect to your data**

You have the right to:

* request access, amend or correct your personal data
* request that we delete or stop processing your personal data, for example where the data is no longer necessary for the purposes of processing
* request that we transfer your personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact us. If you continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or [ico.org.uk/](https://ico.org.uk/)

**Changes to this notice**

We keep this notice under regular review. You will be notified of any changes where appropriate.

|  |  |  |  |
| --- | --- | --- | --- |
| This policy was adopted by | |  | *(name of provider)* |
| On | |  | *(date)* |
| Date to be reviewed | |  | *(date)* |
| Signed on behalf of the provider | |  | |
| Name of signatory | |  | |
| Role of signatory (e.g. chair, director or owner) |  | | |

**QUALITY ASSURANCE**

Quality of childcare is not just about the individual care, it encompasses and includes parent support and the environment in which your child's care is delivered. At our centres, the senior manager/nominated person and the setting managers are responsible for monitoring quality assurance that is in place to ensure that your child is safe and getting the necessary support. Our long term aim is to employ a dedicated Quality Assurance manager to oversee all the settings.

These managers will carry out continuous monitoring of our centres by random unannounced visits covering a detailed checklist thus ensuring our settings requirements are adhered to and more importantly compliance with statutory standards.

Our inspection routines will enable us to ensure uniform standards of care across all our settings. We are determined to uphold standards of care, and act quickly on any item of concern found during Quality Assurance visits. Follow up checks will be made to ensure they have been remedied and if necessary, further staff training may be implemented.

The overarching aim of this approach is to ensure the best possible quality of service within all Childville provisions and that all children attending the settings benefit from a safe and healthy childhood in which they enjoy life and achieve well. Achieving this aim requires a shared commitment by senior management, all staff, support by external agencies and by engaging and fostering respectful partnerships with parents/carers.

* Every Childville settings must strive for children to achieve better than the minimum expectations and to benefit from provision which is at least good rather than merely adequate.
* All our settings must contribute to the safety, well being, learning and development of all children.

The purpose of this policy is to strengthen reflection, self evaluation and continuous quality improvement in all our settings by:

* Establishing best practice and standardisation of practice in all our settings.
* Setting out Childville quality assurance monitoring/audit checklist and timescale
* Ensuring that every Childville management and staff share collective responsibility for identifying potential risks daily, reporting it and keeping children safe by adhering to all policies and procedures.
* Promoting the identification and sharing of best practice within each settings during termly group setting meetings.

Safeguarding : It is of paramount importance that children attending all Childville settings are safe. Childville as a provider has a responsibility to ensure that procedures and practices in Child Protection and Health & Safety are securely in place and are effectively implemented by managers and staff.

Managers and staff must recognise their responsibilities towards those in their care and be aware of the procedures they should follow if they suspect that a child may have been abused or neglected. All staff will undertake enhanced DBS check prior to starting employment with Childville, receipt of two satisfactory references, Health & Safety/general induction. Safeguarding training, First Aid and Food Safety training would be accessible to all staff.

In order to ensure that the standardised procedures implemented to keep children safe in our settings are followed at all times by setting managers and their staff, schedule of risk assessment audits will now be displayed at all settings indicating the frequency of audit and Quality Assurance spot checks will be conducted by senior management (i.e. director or nominated persons) in the following areas:

* Staff recruitment file - (i.e. DBS check, 2 references, identity check, practitioner observation, supervision, appraisal, identified training etc)
* Risk assessment (Yearly, termly, daily risk assessments will be checked to ensure it has been reviewed and updated in line with identified changes).
* Manager's observation of the practitioners and the planning monitoring sheet completed for practitioners will be checked for quality and consistency across board.
* Opportunities provided by managers for professional development and training according to staff specific need and the needs of the organisation to ensure positive impact on continuous improvement will also be monitored.
* Quality assurance visit checklist will be completed during every spot checks and action will be raised for any concerns with target completion date set. Where serious concern is identified, emergency supervision will be held with the manager.
* Early Years advisory teacher's visit reports/action set and categorisation of setting report will also be monitored and reviewed for progress regularly.
* Each setting manager will be encouraged to shadow another as good practice and to observe and spot check each other’s setting.
* Safeguarding records: first aid forms, staff register, visitor register, child register, incident record, fire drill, allergy list, injury on arrival etc.

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| This policy was adopted at a meeting of |  | *(name of provider)* |
| Held on |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Recording and reporting of accidents and incidents**

(Including the procedure for reporting accidents and incidents to the HSE under RIDDOR requirements)

**Policy statement**

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

**Procedures**

*Our accident form:*

* is kept in a safe and secure place;
* is accessible to staff and volunteers, who all know how to complete it; and
* is reviewed at monthly to identify any potential or actual hazards and discuss with children.

*Reporting accidents and incidents*

Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:

* food poisoning affecting two or more children looked after on our premises;
* a serious accident or injury to, or serious illness of, a child in our care and the action we take in response; and
* the death of a child in our care.

Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.

Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.

We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR (the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

* any work-related accident leading to an injury to a child or adult, for which they are taken to hospital;
* any work-related injury to a member of staff, which results in them being unable to work for seven consecutive days;
* when a member of staff suffers from a reportable work-related disease or illness;
* any death, of a child or adult, that occurs in connection with activities relating to our work; and
* any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done; such as a gas leak.

Information for reporting incidents to the Health and Safety Executive is provided in the Pre-school Learning Alliance's Accident Record publication. Any dangerous occurrence is recorded in our incident book (see below).

*Our incident form*

* We have ready access to telephone numbers for emergency services, including the local police. Where we are responsible for the premises we have contact numbers for the gas and electricity emergency services, and a carpenter and plumber. Where we rent premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
* We keep an incident book for recording major incidents, including those that that are reportable to the Health and Safety Executive as above.
* These incidents include:
  + a break in, burglary, or theft of personal or the setting's property;
  + an intruder gaining unauthorised access to the premises;
  + a fire, flood, gas leak or electrical failure;
  + an attack on member of staff or parent on the premises or nearby;
  + any racist incident involving staff or family on the setting's premises;
  + a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on the premises;
  + the death of a child or adult, and
  + a terrorist attack, or threat of one.
* In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
* In the unlikely event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
* In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, the emergency services are called, and the advice of these services are followed.
* The incident form is not for recording issues of concern involving a child. This is recorded in the child's own file.

**Legal framework**

* Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 (As Amended)

**Further guidance**

* RIDDOR Guidance and Reporting Form: www.hse.gov.uk/riddor

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**Other useful Pre-school Learning Alliance publications**

* Accident Record (2010)
* Reportable Incident Record (2012)

**Risk assessment**

**Policy statement**

Our setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment. Safety checks must be carried out on a daily basis on the premises, indoors and outdoors, and all equipment and resources before the children access any of the areas and recorded to show any issues and solutions.

All staff should be constantly aware of the setting environment and monitor safety at all times.

The manager carries out an overall written risk assessment annually, and specific written assessment of different areas such as kitchen, hall etc which are reviewed termly. These are regularly reviewed and cover potential risks to children, staff and visitors to the setting. When circumstances change in the setting, eg. a significant piece of equipment is introduced; we review our current risk assessments or conduct a new risk assessment dependent on the nature of this change.

All staffs are trained in the risk assessments process to ensure understanding and compliance.

All outings away from the settings are individually risk assessed. For more details refer to the visits and outings policy.

This policy is based on the Pre-school Learning Alliance risk assessment processes, which follow five steps as follows:

* Identification of a risk: Where is it and what is it?
* Who is at risk: Childcare staff, children, parents, visitors and volunteers
* Assessment as to whether the level of a risk is high, medium, low. This takes into account both the likelihood of it happening, as well as the possible impact if it did.
* Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
* Monitoring and review: How do you know if what you have said is working, or is thorough enough? If itis not working, it will need to be amended, or maybe there is a better solution.

**Procedures**

* Our risk assessment process covers adults and children and includes:
* determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors;
* checking for and noting hazards and risks indoors and outside, in relation to our premises and activities;
* assessing the level of risk and who might be affected;
* deciding which areas need attention; and
* developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
* Where more than five staff and volunteers are employed, the risk assessment is written and is reviewed regularly.
* We maintain lists of health and safety checklist, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

**Legal framework**

* Management of Health and Safety at Work Regulations (1999)

**Further guidance**

* Five Steps to Risk Assessment (HSE 2011)

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**Other useful Pre-school Learning Alliance publications**

* Managing Risk (2009)

**Safeguarding children and child protection**

(Including managing allegations of abuse against a member of staff)

**Policy statement**

Childville is committed to safeguarding and promoting the welfare of all children, young people and vulnerable adults.Our settings will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

We believe that all children, young people and vulnerable adults should:

* Have the right to be protected from harm;
* Be safe and to feel safe in our setting;
* Have support that matches their individual needs, including those who may have experienced abuse;
* Have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally;
* All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

At Childville we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children’s health and development. In our setting we strive to protect children from the risk of radicalisation and we promote acceptance and tolerance of other beliefs and cultures (please refer to our inclusion and equality policy for further information). Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the setting’s other policies and procedures.

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

* Protecting children from maltreatment
* Preventing the impairment of children’s health or development
* Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
* Taking action to enable all children to have the best outcomes.

*(Working together to safeguard children 2018).*

We will work with children, parents and the community to ensure the rights and safety of children, young people and vulnerable adults and to give them the very best start in life.

We are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

Safeguarding is not just about protecting children, from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

* children’s and learners’ health and safety and well-being, including their mental health
* meeting the needs of children who have special educational needs and/or disabilities
* the use of reasonable force
* meeting the needs of children and learners with medical conditions
* providing first aid
* educational visits
* intimate care and emotional well-being
* online safety[[1]](#footnote-2) and associated issues
* Appropriate arrangements to ensure children’s and learners’ security, taking into account the local context.

**Policy intention**

* To safeguard children and promote their welfare we will:
* Create an environment to encourage children to develop a positive self-image
* Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct
* Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
* Provide a safe and secure environment for all children
* Promote tolerance and acceptance of different beliefs, cultures and communities
* Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling
* Always listen to children
* Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
* Share information with other agencies as appropriate.

The nursery is aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child’s behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children’s social care, health professionals or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

Childville aims to:

* Keep the child at the centre of all we do
* Ensure staff are trained to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour
* Ensure staff understand how to identify early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
* Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need
* Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures updated August 2016
* Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate
* Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
* Ensure that children are never placed at risk while in the charge of nursery staff
* Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities
* Ensure parents are fully aware of child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur
* Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by the Essex Safeguarding Children Board.
* We will support children by offering reassurance, comfort and sensitive interactions. We will devise activities according to individual circumstances to enable children to develop confidence and self-esteem within their peer group.

Our Safeguarding Policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

**Procedures**

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy.

*Key commitment 1*

The Alliance is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

*Staff and Volunteers*

* Our designated person (i.e. a member of staff) who co-ordinates child protection issues is, and is always available:

The setting manager or the Deputy

* Our designated officer (a member of the management team) who oversees this work is:

Nicky Coker (Director)

* The designated person, the suitably trained deputy and the designated officer ensure they have relevant links with statutory and voluntary organisations with regard to safeguarding.
* The designated person (and the person who deputises for them) understands LSCB safeguarding procedures, attends relevant LSCB training at least every two years and refreshes their knowledge of safeguarding at least annually.
* We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
* All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children’s social care team or the NSPCC. They receive updates on safeguarding at least annually.
* All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
* All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2015) and are able to identify those children and families who may be in need of early help and enable them to access it.
* All staff understand LSCB thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm.
* All staff understand their responsibilities under the General Data Protection Regulations and the circumstances under which they may share information about you and your child with other agencies.
* All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard.
* All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of mobile phones), Whistle blowing and dignity at work.
* Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
* All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
* Adequate and appropriate staffing resources are provided to meet the needs of children.
* Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
* Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
* Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
* Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
* Volunteers must:
  + be aged 17 or over;
  + be considered competent and responsible;
  + receive a robust induction and regular supervisory meetings;
  + be familiar with all the settings policies and procedures;
  + be fully checked for suitability if they are to have unsupervised access to the children at any time.
* Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
* the criminal records disclosure reference number;
* certificate of good conduct or equivalent where a UK DBS check is not appropriate;
* the date the disclosure was obtained; and
* details of who obtained it.
* All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
* All staff and volunteers are required to notify us if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children.
* We notify the Disclosure and Barring Service of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
* Procedures are in place to record the details of visitors to the setting.
* Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
* Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.
* Any personal information is held securely and in line with data protection requirements and guidance from the ICO.
* The designated person in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
* We keep a written record of all complaints and concerns including details of how they were responded to.
* We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
* The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.
* The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to children’s social care, the LADO, Ofsted or RIDDOR.
* Candidates are informed of the need to carry out ‘Enhanced disclosure’ checks with the Criminal Records Bureau before posts can be confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
* We encourage staff to sign up the DBS update service where possible. .
* We abide by Ofsted requirements in respect of references and Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
* Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
* Volunteers/Work trials do not work unsupervised.
* We ensure that we receive at least two written references BEFORE a new member of staff commences employment with us.
* Ensure that all staff have access to and comply with the whistle blowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner
* At least annually, ensure that all staff sign a form to confirm that the status of their DBS check has not changed.
* We are aware of our responsibility under the Data Protect Act 1988 which requires every organisation that processes personal information (i;e; children's pictures for learning journal, recording of children on camcorder during settling in, CCTV etc) to register with Information Commissioner's Office (ICO). Childville is registered with ICO and registration certificate is displayed on parents notice board.

Any personal information is held securely and in line with data protection requirements and guidance from the ICO.

*Key commitment 2*

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you’re worried a child is being abused' (HMG, 2015) and the Care Act 2014.

*Responding to suspicions of abuse*

We acknowledge that abuse of children can take different forms –

* neglect
* physical abuse
* sexual abuse
* emotional abuse
* bullying, including online bullying and prejudice-based bullying
* racist, disability and homophobic or transphobic abuse
* gender-based violence/violence against women and girls
* radicalisation and/or extremist behaviour
* child sexual exploitation and trafficking
* the impact of new technologies on sexual behaviour, for example ‘sexting’ and accessing pornography
* teenage relationship abuse
* substance misuse
* issues that may be specific to a local area or population, for example gang activity and youth violence
* domestic violence
* female genital mutilation
* forced marriage
* fabricated or induced illness
* poor parenting, particularly in relation to babies and young children

Other issues not listed here but that pose a risk to children, young people and vulnerable adults.

We ensure that all staff have an understanding of the additional vulnerabilities that arise from inequalities of race, gender, disability, language, religion, sexual orientation or culture and that these receive full consideration in relation to child, young person or vulnerable adult protection.

**Indicators of child abuse**

* Failure to thrive and meet developmental milestones
* Fearful or withdrawn tendencies
* Aggressive behaviour
* Unexplained injuries to a child or conflicting reports from parents or staff
* Repeated injuries
* Unaddressed illnesses or injuries
* Significant changes to behaviour patterns.

**Child Protection and SEND**

We ensure that all staff are aware that there can be additional barriers that exist when recognising signs of abuse and neglect of children who have special educational needs and or disabilities:

* Commutations barriers
* Increased Isolation
* Dependency on others
* Inadequate response to disclose
* Missing the signs
* Lack of education on staying safe.

**Signs of Abuse (What to watch and listen out for)**

* We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
* We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
* When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
* significant changes in their behaviour;
* deterioration in their general well-being;
* their comments which may give cause for concern, or the things they say (direct or indirect
* disclosure);
* changes in their appearance, their behaviour, or their play;
* unexplained bruising, marks or signs of possible abuse or neglect; and
* any reason to suspect neglect or abuse outside the setting.
* We are aware of the ‘hidden harm’ agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent’s learning disability.
* We are aware that children’s vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children’s social care team.
* We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child’s parent to seek an explanation for the child’s absence and be assured that the child is safe and well. If no contact is made with the child’s parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSCB procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
* We are aware of other factors that affect children’s vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.
* In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.
* The designated person completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
* We are aware of the mandatory duty that applies to teachers, including early years practitioners, and health workers to report cases of Female Genital Mutilation to the police.
* We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
* Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns and follow the LSCB procedures.
* Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person. The information is stored on the child's personal file.
* In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
* We refer concerns to the local authority children’s social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board.
* We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
* We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, [we/I] may become aware of any of these factors affecting older children and young people who [we/I] may come into contact with.
* Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns and follow the LSCB procedures.
* Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the 'designated person'. The information is stored on the child's personal file.
* We are aware of our responsibility under the Data Protect Act 1988 which requires every organisation that processes personal information (i;e; children's pictures for learning journal, recording of children on camcorder during settling in, CCTV etc) to register with Information Commissioner's Office (ICO),
* In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
* We refer concerns to the local authority children’s social care department and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board.
* We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
* We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person’s refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
* All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
* We have a whistle blowing policy in place.
* Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistle blowing; if they feel that the organisation has not acted adequately in relation to safeguarding they can contact the NSPCC whistle blowing helpline.

*Recording suspicions of abuse and disclosures*

* Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
* listens to the child, offers reassurance and gives assurance that she or he will take action;
* does not question the child, although it is OK to ask questions for the purposes of clarification;
* makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
* These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
* The member of staff acting as the designated person is informed of the issue at the earliest opportunity, and within one working day.
* Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

*Making a referral to the local authority children's social care team*

* The Pre-school Learning Alliance's publication *Safeguarding Children* contains procedures for making a referral to the local children's social care team, as well as a template form for recording concerns and making a referral. However, our setting uses the local borough template form for recording and making referral.
* We keep a copy of this document alongside the procedures for recording and reporting set down by our Local Safeguarding Children Board, which we follow where local procedures differ from those of the Pre-school Learning Alliance.

*Escalation process*

* If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSCB escalation process.
* We will ensure that staff are aware of how to escalate concerns.

*Informing parents*

* Parents are normally the first point of contact. Concerns are discussed with parents to gain their view of events, unless it is felt that this may put the child at risk, or interfere with the course of a police investigation. Advice will be sought from social care if necessary.
* Parents are informed when we make a record of concerns in their child’s file and that we also make a note of any discussion we have with them regarding a concern.
* If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed at risk.
* This will usually be the case where the parent is the likely abuser.
* If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should seek advice from children’s social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

*Liaison with other agencies*

* We work within the LB of Barking and Dagenham and Local Safeguarding Children Board guidelines.
* The current version of ‘What to do if you’re worried a child is being abused’ is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
* We have procedures for contacting the local authority regarding child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
* We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
* Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

*Allegations against staff*

* We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
* We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
* inappropriate sexual comments;
* excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
* We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
* We ensure that all staff and volunteers know how to raise concerns about a member of staff or volunteer within the setting. We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
* We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
* We refer any such complaint immediately to the Local Authority Designated Officer (LADO) to investigate and/or offer advice:

|  |  |
| --- | --- |
| *CONTACT DETAILS DISPLAYED ON NOTICE BOARD* | *(name and phone number)* |

* We also report any such alleged incident to Ofsted (unless advised by LADO that this is unnecessary due to the incident not meeting the threshold), as well as what measures we have taken. We are aware that it is an offence not to do this.
* We co-operate entirely with any investigation carried out by children’s social care in conjunction with the police.
* Where the management team and children’s social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process.

*Disciplinary action*

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

**Types of abuse and particular procedures followed**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or a stranger. This could be an adult or adults, another child or children. The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

**Neglect**

Action should be taken if the staff member has reason to believe that there has been persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold, starvation or failure to seek medical treatment, when required, on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive.

Signs may include a child persistently arriving at setting unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child’s growth or hurt them), arriving at pre-school in the same nappy they went home in or a child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child’s needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at nursery. They may be clingy and emotional. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

**Physical abuse**

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles and face.

Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with the nursery manager or room leader.

Children and babies may be abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged and discussed with the nursery manager.

**Sexual abuse**

Action needs be taken if the staff member has witnessed an occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour or language. This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g. for nappy changes.

The physical symptoms may include genital trauma, discharge and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child’s behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.

**Emotional abuse**

Action should be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

**Fabricated illness**

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g. through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

**Peer on Peer abuse**

Children are vulnerable to abuse by their peers. Such abuse will be taken as seriously as abuse by adults and will be subject to the same child protection procedures. We are aware of the potential uses of information technology for cyber bullying and abusive behaviour between young people.

We are also aware of the added vulnerability of children and young people who have been the victims safeguarding issues, and or bullying, including the risk that they may respond to this by abusing younger or weaker children. If we are concerned about a child’s welfare, we will contact the local authority early years improvement team, or other relevant support services for advice. Confidentiality will be assured only when it is clear that there is no risk of harm to a child. I aim to share all information with parents but in some instances (where we are worried about a child’s wellbeing) we may have to refer concerns without discussing this with you.

**On-line Abuse &Internet Safety.**

The internet is an incredible resource for children to access, educational resources, support for homework, chatting to friends and family etc, but it can also be a very dangerous place. They can be exposed to inappropriate material, harassment and bullying, viruses and hackers and be conned into giving away financial information. They can also be vulnerable to on-line grooming by paedophiles.

Within the setting we offer children the opportunity to use the computer and the internet; however we have introduced a range of procedures to ensure their safety: *(possibly within an OOSC)*

* We talk to children in an age appropriate manner about the dangers of the internet and how to keep themselves safe. Ensuring they feel safe and secure and understand they can come to me if they feel uncomfortable whilst acessing the internet.
* We discuss with the children about the importance of keeping safe on-line, not forwarding on chain letters, not talking to people they don’t know, not giving out personal information that could enable people to identify them, to tell us if they are worried about anything and to never arrange to meet anyone they have spoken to online.
* We talk to the children about the websites they are using
* There are filters on the computer that block out most inappropriate material
* We do not permit the children to go onto chat rooms
* We are always nearby so can keep an eye out on what websites they are visiting
* We check the history on the computer regularly
* We are aware of CEOP Internet Safety web site to gain advice, help and support parents.
* The children are not allowed to use a webcam.

**Child sexual exploitation (CSE)**

Child sexual exploitation (CSE) and trafficking is illegal activity by people who have some form of power and control over children and use it to sexually abuse them. It involves forcing or enticing a child (under the age of 18) to take part in sexual activities whether or not the child is aware of what is happening, including exploitative situations, contexts and relationships where children (or a third person or persons) receive ‘something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities. CSE can be a form of organised or complex abuse, involving a number of abusers and/or a number of children.

CSE can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. This links with our policy on internet safety procedures

**Prevent Duty 2015**

Under the counter Terrorism and Security Act 2015, we have a statutory duty to have due regard to the need to prevent people from being drawn into terrorism. Staff have received training and information and are aware of the Prevent Duty 2015 and the requirements to keep children safe from harm and from risk of radicalisation and extremism, both within the setting and home. If we have any concerns that a child may be at risk of exposure to extremism or radicalisation we will contact the London Borough of Barking and Dagenham PREVENT DUTY TEAM, and follow the procedures as stated within the PREVENT procedure displayed on the parent notice board.

**Attendance/Absence Monitoring**

At the very least, good attendance practice promotes good outcomes for children. In a small minority of cases, good attendance practice may also lead to the earlier identification of more serious concerns for a child or family and may have a vital part to play in keeping a child or other family members safe from harm

It is particularly important for us to pay close attention to the patterns of attendance for potentially vulnerable groups of children, including, for example:

* Children facing difficult family circumstances e.g., housing problems, bereavement, separation/divorce;
* Funded 2 year olds
* Children on a CP or CIN plan
* Children with SEND
* Children about whom other agencies have raised concerns, including those supported through the Common Assessment Framework (CAF).
* Children for whom there may be concerns related to on-line exploitation, radicalisation or FGM

We will monitor attendance and make contact with the parent carers where a child is absent and we have not received a reason for this. The reasons will be recorded. If any child’s attendance starts to cause concern, we will meet with the parent carers to discuss this and to document the reasons for the absence. If a child stops attending without reason or notification, and where we have concerns about their welfare of safety, we would follow our procedures for reporting and referring a concern.

**Female Gentile Mutilation (FGM)**

FGM is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or Sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and it is a criminal offence.

There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health. FGM may be practised illegally by doctors or traditional health workers in the UK, or girls may be taken abroad for the operation.

A girl or woman who's had FGM may;

* Have difficulty walking, sitting or standing
* Spend longer than normal in the bathroom or toilet
* Have unusual behaviour after an absence from school or college
* Be particularly reluctant to undergo normal medical examinations
* Ask for help, but may not be explicit about the problem due to embarrassment or fear.

Our first responsibility and priority is towards the children in our care. If we have any cause for concern we will contact the LBBD Safeguarding team by following the procedure and contact detail displayed on the parent notice board. Additional support and guidance can be gained through contacting the FGM helpline

[0800 028 3550](tel:08000283550).

Staff have updated their knowledge in regards to FGM and have completed the Home Office on line FGM training module. Staff can also refer to a copy of the Multi-agency statutory guidance on Female Genital Mutilation.

We are aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.

*Honour Based Abuse (HBA) is violence and abuse in the name of honour, covering a variety of behaviours (including crimes), mainly but not exclusively against females, where the person is being punished by their family and/or community for a perceived transgression against the ‘honour’ of the family or community, or is required to undergo certain activities or procedures in ‘honour’ of the family.*

*A Forced Marriage (FM) “is a marriage conducted without the valid consent of both parties, where duress is a factor” (’A Choice by Right’ HM Government 2000).*

Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns and follow the LSCB procedures;

*Recording suspicions of abuse and disclosures*

Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:

* listens to the child, offers reassurance and gives assurance that she or he will take action;
* does not question the child;
* makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
* These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
* The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity, and within 1 working day.
* Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.
* We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
* We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person’s refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
* We have a whistle blowing policy in place.

*Making a referral to the local authority children's social care team*

* The designated officer will implement the Working Together to Safeguard Children 2015 and LBBD Safeguarding and Child Protection Procedures without delay to minimise any risk to the child by contacting the Children's Services Duty and Assessment Team / LBBD Multi Agency Safeguarding Team immediately on (**0208 227 3811 ) Or Joy Barter on 0787 027 8335 or Out of Hours Emergency Duty Social Worker after 4.45pm on 0208 594 8356.**

*You may be advised to completed a Common Assessment Framework (CAF)* or Advice will be given whether to complete Multi Agency Referral Form (MARF) .You must email the MARF to the referral officers at **childrenss@lbbd.gov.uk** 0208 227 3811 . You must ensure you receive confirmation of the receipt within 3 days. It is the duty of the setting to follow this up.

*Key commitment 3*

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering children through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

*Training*

* Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals.
* Designated persons receive appropriate training, as recommended by the Local Safeguarding Children Board, every two years and refresh their knowledge and skills at least annually.
* We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
* We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

*Planning*

* The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers.

*Curriculum*

* We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
* We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
* We ensure that this is carried out in a way that is developmentally appropriate for the children.

*Confidentiality*

* All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

*Support to families*

* We believe in building trusting and supportive relationships with families, staff and volunteers.
* We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children’s social care team.
* We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
* We follow the Child Protection Plan as set by the child’s social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
* Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure, and only if appropriate under the guidance of the Local Safeguarding Children Board.

**Legal framework**

*Primary legislation*

* Children Act (1989 s47)
* Protection of Children Act (1999)
* Data Protection Act (1998)
* The Children Act (Every Child Matters) (2004)
* Safeguarding Vulnerable Groups Act (2006)
* Childcare Act 2006

*Secondary legislation*

* Sexual Offences Act (2003)
* Criminal Justice and Court Services Act (2000)
* Equalities Act (2010)
* Data Protection Act (1998) Non Statutory Guidance
* Childcare (Disqualification) Regulations 2009
* Children and Families Act 2014
* Serious Crime Act 2015

**Further guidance**

* Working Together to Safeguard Children (2018)
* What to do if you’re Worried a Child is Being Abused (DfE 2015))
* Framework for the Assessment of Children in Need and their Families (DoH 2000)
* The Common Assessment Framework for Children and Young People: A Guide for Practitioners(CWDC 2010)
* Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
* Information Sharing: Guidance for Practitioners providing Safeguarding Services(DfE 2015)
* Disclosure and Barring Service: [www.gov.uk/disclosure-barring-service-check](http://www.gov.uk/disclosure-barring-service-check)
* Keeping Children Safe in Education (2015)

**Other useful Pre-school Learning Alliance publications**

* Safeguarding Children (2013)
* Safeguarding through Effective Supervision (2013)

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| This policy was adopted by |  | *(name of provider)* |
| On |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Safer Recruitment Policy**

(Including suitability, contingency plans, training and development)

**Policy statement**

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that

our staff are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure And Barring Services in accordance with statutory requirements.

**Procedures**

***Advertising***

* We use reputable websites, local job centres, childcare colleges and local authority websites to advertise for any vacancies.
* All potential candidates will send their CVs.
* We ensure that all recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; including an enhanced DBS Records Bureau check, at least two independent references for each new employee.

***Vetting and staff selection***

* We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
* We will shortlist all suitable candidates based on their qualification, experience and ensure all applicants receive verbal feedback if they are unsuccessful or invited for an interview. All shortlisted candidates will receive a job descriptions, which set out their staff roles and responsibilities and a request to bring identification and qualifications to the interview.
* The manager and deputy or manager and another senior members of staff will both sit on the interview panel and are both involved in the overall decision making.
* Successful candidates following interview will be asked to attend minimum of 2 days to a maximum of 2 weeks supervised work trial which will involve spending time interacting with children at the setting, staff and where appropriate parents.
* The interview panel will then select the most suitable candidate for the position based on the candidate understanding knowledge and understanding of the early years framework and feedback received from staff during the work trial.
* All candidates will receive communication from the setting stating whether they have been successful or not.
* We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
* All our staff must undergo enhanced DBS check.
* We use Ofsted guidance on obtaining references and Disclosure and Barring Services for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) for the vetting and barring scheme.
* We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the DBS check.
* Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
* All qualifications will be checked and copies taken for their personnel files
* All new members of staff will undergo an induction period during which time they will read and discuss the setting policies and procedures and the manager will introduce them to the way in which the setting operates.
* During induction period, all new staff will receive information on how to safeguard children in their care and follow the Safeguarding Children policy. All staff will undergo borough Safeguarding training.
* The new member of staff will be observe regularly by manager, deputy and other members of staff during their probation period, and their progress will be discussed during supervision and areas of development will be identified and training booked where necessary. At the end of six months, the new staff progress will be reviewed, and employment may be confirmed or probation extended or terminated.
* All our staff must have an understanding and good use of English.

***Ongoing Support and Checks***

* All members of staff will complete a health questionnaire attached to their application form and they have a duty to ensure management have a good knowledge of any changes that may require support or additional resources to aid them to carry their day to day duties.
* All staff are responsible for notifying the manager in person should any circumstances arise that may affect their suitability to work with children. This will include any incidents occurring outside the setting. Staff will face disciplinary action should they fail to notify the manager in a reasonable timescale.
* All staff are required to sign suitability declaration yearly.
* Each member of staff will be observed regularly (monthly) by their room leader, manager or deputy and these will form part of their supervision (every 6-8 weeks) and an appraisal at the end of the year with their manager. This will provide an opportunity for the manager, deputy or room leaders and members of staff to discuss training needs for the preceding months as well as discuss their performance in the previous months.
* The manager, deputy and room leaders will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work based observations and constructive feedback.

***Disqualification***

* Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person’s employment with us will be terminated.

***Changes to staff***

* We inform Ofsted of any changes in the person responsible for our setting.

***Training and staff development***

* Our setting leader and deputy hold the CACHE Level 3 Diploma for the Children and Young People’s Workforce or an equivalent qualification and a minimum of half of our staff hold the CACHE Level 2 Certificate for the Children and Young People’s Workforce or an equivalent or higher qualification.
* We provide regular in-service training to all staff - whether paid staff or volunteers - through the Local Authority and external agencies.
* Our setting budget allocates resources to training.
* We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
* We support the work of our staff by holding regular supervision meetings and appraisals.
* We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

***Staff taking medication/other substances***

* If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
* Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
* If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly withthe children and further action will be taken.

***Managing staff absences and contingency plans for emergencies***

* In term time only settings, our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
* In all year round settings, managers organise staff annual leave where applicable so that ratios are not compromised. Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
* Sick leave is monitored and action is taken where necessary, in accordance with the contract of employment.
* We have contingency plans to cover staff absences, as follows:

1. Staff from other Childville branches

2. Bank staff

3. Agency staff

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**Other useful Pre-school Learning Alliance publications**

* Employee Handbook (2014)
* Recruiting and Managing Employees (2011)

**STAFF CODE OF CONDUCT**

**Policy Statement**

Childville believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well being of all its staff and children. The following policy will make sure that all staff are aware of the standards set by Childville.

**The Purpose**

The purpose of this policy is to establish, and encourage all staff to achieve, high standards of conduct at work and to help provide a fair and consistent way of dealing with alleged failures to observe them.

* All staff in the setting are expected to give the highest possible standard of service to the children, parents/carers and other visitors. Staff should conduct themselves with integrity, impartiality and honesty. Breaches of conduct and personal behaviour will be dealt with under the disciplinary procedure.
* All staff in the setting have an absolute duty to promote and safeguard the welfare of children in the setting, and to take appropriate action where they consider that a child may be at risk of suffering harm.

**Scope**

The policy applies to all staff and temporary/casual workers in Childville including volunteers.

**Equal Opportunities**

Our equal opportunity policy reflects the setting's core values. All staff are entitled to fair treatment by others and to be treated with respect and dignity. In return, they are expected to treat others in this way.

**Other Supporting Policies**

To assist the setting, the following policies exist in conjunction with the Code of Conduct policy:

* Safeguarding Children/Child Protection Policy
* Complaints Policy
* Equality and Valuing diversity policy
* Employment/Safe Recruitment policy

**Confidentiality**

Refer to our Confidentiality policy.

Disclosure of Information

Childville staff may in the course of their duties have access to confidential information. The law requires that certain types of information must be available to Regulatory bodies, Local Authorities, auditors, service users and the public. Staff must not use any information obtained during their employment for personal gain or benefit, nor should they pass it on to others who might use it for personal advantage.

Disclosure of personal information relating to staff/children/public

Many staff have accessed to personal information relating to other staff, children and parents/carers. All staff must treat this information in a discreet and confidential manner (the Data Protection Act 1988) and adhere to the following guidelines:

* Written records and correspondence should be kept securely locked in the metal cabinet at all times.
* Information relating to staff/children/parents/carers must not be disclosed orally or in writing to unauthorised persons.
* Information relating to staff/children/ parents/carers must not be given over the telephone unless the caller has given details of their right to ask for such information. Staff should check on the caller's right to information by obtaining their telephone number and asking the manager to call back to check their identity or by asking for a written request for information.
* Confidential matters relating to staff/children/parents/carers should not be discussed in areas where they may be heard by passers-by i.e. corridors, staff room or foyer etc.
* Any breach of confidentiality may be regarded as misconduct and be subject to disciplinary action, see the disciplinary procedure.

As a general rule, staff should not make statements or write letters to the media. If in doubt they should refer such matters to the Manager or Directors.

**Poor Timekeeping**

The setting Manager must set a timekeeping standard that is known to all staff. This standard should be

applied consistently by with staff arriving **15 minutes prior** to their scheduled start time and departing

from the setting at the agreed time as per rota.

**Negligence**

Negligence arises from failure by staff to exercise reasonable care in his or her work. Staff must not

cause loss or damage through carelessness, negligence, a reckless act or breach of children/staff safety.

It is a disciplinary offence if an individual is considered to be personally responsible due to non

compliance with the setting policy and procedure.

**Refusal to obey a reasonable instruction**

It is the responsibility of all staff to carry out reasonable instructions. In those circumstances where a

member of staff refuses to obey a reasonable instruction, it will be necessary to investigate the situation

and, depending on the outcome of an investigation, it may result in disciplinary action.

**Social behaviour**

Staff should be aware of the following expected standards of behaviour when attending work related

events in and outside of work time where attendance could be seen as representing the setting:

* The staff Code of Conduct , Employment/Safer Recruitment policies will still apply e.g. regarding drug/alcohol abuse, harassment and discrimination.
* Consideration and respect for others.
* Setting Manager, deputy and others in management/supervision should not behave in any way that could undermine their position.
* Childville should always be seen in a favourable way by the public.

**Alcohol/drugs**

Staff must not ensure that they are not unfit for duty as a result of the effects of alcohol or drugs. Staff

should be aware of the lasting effects of alcohol and drugs, both prescription and illegal, and should

refrain from the consumption of these substances when resuming for duty as this could impair their ability

discharge their duties to the children. See Appendix 1

**Smoking**

Smoking is not permitted in any part of Childville settings or grounds at any time.

**Relationships**

Staff should always remember their responsibilities to the community they serve and ensure courteous,

efficient and impartial service delivery to all children, parents/carers and others within the community.

**Whistle Blowing**

Where staff are aware, or have evidence of illegal, improper or abusive behaviour of another member of

staff, he or she should refer to the Policy for Equality and Diversity or directly report to the setting Manager

or the Directors.

Where staff are aware, or have evidence of illegal, improper or abusive behaviour of another member of

staff towards the children, he or she must notify the Manager immediately, unless the allegation is against

the Manager the he or she should bring it to the attention of the Directors immediately.

Where a member of staff fails to report such concerns this may be construed as misconduct and lead to

disciplinary action.

**Personal Behaviour**

Childville believes in treating all staff with respect and trust in a mature, respectful and considerate manner

and expects the same approach from staff. Childville expects employees to respect its property, children's

clothing etc. and other staff and their property at all times. Staff should also demonstrate the characteristics

they are trying to inspire in the children. Failure to observe the standards of behaviour expected breaks the

bond of trust that is fundamental to the setting/staff relationship and may lead to disciplinary action.

* If a member of staff is found to be in breach of the Employment/Safer Recruitment Policy due to gross misconduct, he or she may face dismissal.

# Absence from work

Childville work 38 weeks a year term time only therefore staff holiday is pro rata. The staff take 8 days of their holiday as Bank holiday and the remaining 12.5 days are split into two (2.5 days) paid with July wage,(5 days) paid with December wage and the remaining ( 5 days) paid with end of financial year wage in April. Staff are not expected to take time off during term time unless in an emergency. However, where staff need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice. Failure to notify absence is unauthorised absence.

**Health and Safety**

Employees also have a duty to familiarise themselves with all the safety regulations that apply to their job

and the settings in which they work and areas they access in the course of their duty. Refer to Health and Safety Policy.

**Fraud and Corruption**

A member of staff who commits a fraudulent act is liable to disciplinary action, which may include dismissal and possible criminal prosecution, even for a first offence. Fraud is defined as any manipulation of Childville fee income or purchase that enables the company money or material to be misappropriated.

Staff involved in the investigation of alleged fraud may be required to sign an additional code of conduct relating to their specific duties.

**Reporting of Arrests, Prosecutions, etc.**

Staff must report to the setting manager details of any arrest or criminal conviction or caution made against them by the Police (except for minor traffic offences i.e. where they do not mean imprisonment or suspension of his or her driving license), where the offence is also a breach of discipline and/or may have a direct impact on the employee's job, or where it calls into question their suitability to work with children.

**False Statements**

Staff must not make false statement e.g. on staff registers, petty cash purchase claims, etc. Where there is evidence of a member of staff making such claims, he or she will be liable to disciplinary action/and or prosecution under the Theft Act 1968.

Where a member of staff has witnessed misconduct i.e. a fraudulent activity, he or she will have a duty to report such incident.

**Discrimination**

It is the Childville policy that all current and prospective members of staff will have equal opportunity for employment, promotion and training on the basis of relevant ability, qualifications and merit. Staff must ensure that they do not unfairly discriminates on the grounds of gender, race, colour, marital status, national or ethnic origin, nationality, disability, sexuality, age or religion. All job applicants and workers are treated equally and the settings are willing to make reasonable adjustments where appropriate for applicants and workers with special needs.

**APPENDIX 1**

**Alcohol and Drugs Misuse**

* The early identification of an alcohol or drug problem and taking appropriate action, will minimise the effect of the problem on the setting, children, and other members of staff and may also help reduce any stress experience by the individual.
* It may be very difficult for people to admit they have a problem. There may well be a feeling of shame or fear of reprisals, particularly if they are taking illegal drugs.
* There is no single symptom of an alcohol or drug problem. The presence of any or some of the following may indicate one (unless the member of staff is suffering from an undisclosed illness/disability):

**Absenteeism**

Excessive sick leave, frequent and unexplained absences and lateness.

Frequent Monday and/or Friday absences

Excessive lateness especially on Monday

Leaving work early

Frequent visits to the toilet

Unexplained absence from the room

High rate of accidents

Frequent accidents at work resulting in injury and/or damage to equipment

Accidents away from work

Poor work performance

Difficulty in concentrating

Taking longer than usual to do tasks

Having an erratic work pattern

Difficulty in recalling conversations, instructions or details

Sticking to routine tasks and avoiding complex ones

Frequent mistakes

Improbable excuses for poor work

Telling lies about performance

Bad decision making

Reluctance to accept responsibility

Change in personality and behaviour

Anxiety

Depression

Irritability

Lethargy

Mood swings

A tendency to blame others

Over-sensitivity to criticism

Problems relating to colleagues

Avoiding company

Changes in attitude

**Additional signs**

Smelling of alcohol at work

Intoxicated at work (slurred speech, unsteadiness)

Bloodshot eyes

Shaky hands

Poor personal hygiene and un-kept appearances

Frequent borrowing of money

Loss of driving licence through drink driving

The above is only a guideline. Setting manager must investigate and not make assumptions as similar symptoms may occur in some illnesses. When in doubt managers are advised to contact the Director. Managers will encourage employees to seek help as soon as problem is identified. Consideration will need to be made about the most appropriate action. To help bring any issues into the open a confidential meeting should be arranged with the individual (he/she may be accompanied by either a friend or Union Representative).

The meeting will need to be handled sensitively and focus on the wish to improve the employee's performance. The purpose should be to encourage the member of staff to admit there is a problem and explore the cause or reason for the problem.

It is important to establish whether any aspect of the job or stress has made the member of staff turn to drugs or alcohol.

It should be emphasised that the member of staff be encouraged to seek help from a GP or a specialist agency.

Members of staff with a drink or drugs problem should have same rights to confidentiality and support as they would if they had any other medical condition.

consequences of continual poor performance need to be underlined if an employee is not ready to admit or refuses to recognise there is a problem. It is important to try and be supportive for as long as possible, however, where there are risks to health and safety of the children and other staff, it may be necessary to suspend the employee on short term.

Where an employee continually fails to reach adequate performance levels and fails to accept help and/or improve then it may result in dismissal.

**Staff Development and Training**

The setting highly values its staff. It is in the interests of the setting, the children, their families, and the individual, that each staff member is given the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children.

Personal and professional development is essential for maintaining the delivery of high-quality care and learning for children in their early years. It underpins all aspects of positive interactions and activities planned for children.

At Childville we ensure that over 50% of staff are qualified to Level 2/3 (or equivalent) or above in childcare and education. Other staff working at the setting will be encouraged to undertake childcare training.

We strongly promote continuous professional development and all staff have individual training records and training plans to enhance their skills and expertise. We access training through our local borough Early Years and Childcare team and Pre School Learning Alliance online training. Where necessary, we access further training through external agency such as Barking & Dagenham college and Childville requires all staff enrolled on long term training to sign the staff training contract.

To facilitate the development of staff we:

* Coach, lead and offer encouragement and support to achieve a high level of morale and motivation
* Promote teamwork through ongoing communication, involvement and a no blame culture to enhance nursery practice
* Provide opportunities for delegation based on skills and expertise to offer recognition and stimulate staff
* Encourage staff to contribute ideas for change within the setting and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and activity planning
* Encourage staff to further their experience and knowledge by attending relevant external training courses
* Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the setting
* Provide regular in-house training relevant to the needs of the setting
* Carry out regular practitioner observation (monthly), supervision (every 6-8 weeks) with all staff. Staff appraisals are carried out every year where objectives and action plans for staff are set out, whilst also sourcing training according to their individual needs
* Develop a training plan addressing both qualifications and continuous professional development needs of the setting and individual staff
* Carry out training needs analyses for all individual staff, the team as a whole, and for the setting every six months.
* Promote a positive learning culture within the setting
* Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning
* Provide inductions to welcome all new staff and assign a ‘work-buddy’ to coach and support new staff
* Offer ongoing support and guidance
* Offer varied information sources including membership to local and national organisations, resources, publications and literature to all staff.

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**Staff Disciplinary Procedures**

**Childville will maintain a well motivated, highly skilled and professional staff team. However, occasionally action will need to be taken to encourage improvement in individual behaviour and performance.**

The objective of this procedure is to ensure the fair and consistent treatment of all employees and in particular of employees who become liable to disciplinary action. Our aim is always to support and encourage staff, while promoting good employment relations.

* It is the responsibility of management to ensure that the reasons for which disciplinary action may be taken are explained to employees.
* An employee has the right to have a fellow employee or representative present at any disciplinary hearing.
* No disciplinary action will be taken until the matter has been fully investigated. The employee may, however, be suspended with pay pending investigation if it is considered necessary.

If a member of staff is subject to disciplinary action, fair and consistent procedures will be employed:

• The incident will be fully investigated and the facts established.

• Investigations will be non-discriminatory and apply equally to all staff irrespective of sex, marital status, sexual preference, race or disability.

• At every stage, the member of staff concerned will be advised of the nature of the complaint and given an explanation for any penalty imposed.

• Staff will be given the opportunity to state their case, and be accompanied by a friend, colleague or Trade Union representative of their choice, during any part of the disciplinary process.

• Staff will not be dismissed for a first breach of discipline except in the case of gross misconduct (see below).

• Staffs have a right to appeal against any disciplinary action taken against them.

Investigations will be conducted by either the manager or the Registered Person.

The Staff Disciplinary Procedure operates as follows:

## Informal Discussion

Before taking formal disciplinary action, the manager will make every effort to resolve the matter by informal discussions with parties concerned. Only where this fails to bring about satisfactory improvement or outcomes will disciplinary procedures be formally implemented.

## Formal Verbal Warning

Once a formal warning has been given by the manager, the member of staff in question will be notified of this and given an explanation for the warning. They will further be informed of their right of appeal. A brief note of the warning will be kept on Childville records. This will be disregarded after six months, subject to satisfactory conduct and/or performance.

## Written Warning

If, following a formal verbal warning, there is insufficient improvement in standards, or if a further incident occurs, a written warning will be issued. This will state the reason for the warning and that, if there is no satisfactory resolution after a further month, a final written warning will be given. A copy of this first written warning will be kept in Childville records, but will be disregarded after 12 months, subject to satisfactory conduct and/or performance.

## Final Written Warning

If the member of staff’s conduct or performance remains consistently unsatisfactory, or if the misconduct is sufficiently serious, a final written warning will be given making it clear that any further breach of the standards, or other serious misconduct, may result in the employee’s dismissal. A copy of the warning will be kept in Childville records, but will be disregarded after 24 months, subject to satisfactory conduct and/or performance. The warning will state clearly that dismissal will result from a failure to comply.

In certain exceptional circumstances, a member of staff may receive a Final Written Warning that will remain on Childville records indefinitely. This course of action will follow when a member of staff has only avoided dismissal due to extenuating or mitigating circumstances.

## Gross Misconduct

If, after investigation, it is deemed that a member of staff has committed an act of the following nature, dismissal will be the normal outcome:

• Child abuse (for further details refer to the Safeguarding Children/Child Protection policy).

• Serious infringement of health and safety rules (for further details refer to the Health and Safety policy).

• Assaulting another person

* Breach of confidence i.e. the divulging of confidential information relating to the setting, its employees or customers.
* Serious or persistent breaches of safety rules
* Falsifying signing in or out for another employee.
* Persistent lateness to work
* Blatant failure to follow nursery documentary systems and procedures.

• Persistent bullying, sexual or racial harassment.

• Being under the influence of drugs or alcohol whilst on duty.

• Gross negligence that either causes or might cause injury, loss or damage to persons or property.

• Theft, fraud or deliberate falsification of Childville documents.

• Deliberate damage to Club property.

• Being an unfit person under the terms of the Care Standards Act 2000 or the Children’s Act 2006.

In the case of gross misconduct the police will be notified. If the police are involved in an investigation, then the suspension deadline will be extended.

While the alleged incident of gross misconduct is being investigated, the individual concerned is likely to be suspended, during which time normal pay levels will prevail. Such suspension is not to be regarded as a form of disciplinary action and will be for as short a period as possible. Any decision to dismiss will be taken only after a full investigation.

If the staff member has been found to have committed an act of gross misconduct, they will be dismissed without notice.

## Allegations against Staff

All staff are advised to minimise time spent alone with children and be aware of the potential risks in doing so (for further details refer to the Safeguarding Children/Child Protection policy).

If an allegation of abuse has been made against a member of staff, the manager will follow the procedures of the Safeguarding Children/Child Protection policy

If an allegation of abuse is made against the manager, then another designated member of staff will report the matter directly to the Registered Person, local Social Services department and Ofsted.

**Appeals**

Staff wishing to appeal against a disciplinary decision, must do so in writing and within 15 working days of the decision being communicated. Appeals will be dealt with as quickly as possible and within at least a further 15 days. 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.

At all stages of the procedure, the right to appeal will be confirmed as part of the warning, suspension or dismissal letter.

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**Staffing**

**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 criminal and other records 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 (where applicable); 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.
* A minimum of two staff/adults are on duty at any one time.
* Each child is assigned 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.

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**Other useful Pre-school Learning Alliance publications**

* Employee Handbook (2012)
* Recruiting and Managing Employees (2011)

**Student placements**

**Policy statement**

Our setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. 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 people' requirements of Ofsted and have DBS checks carried out.
* 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 placing students under the age of 17 years with the setting 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 setting on a short term basis are not counted in our staffing ratios.
* Trainee staff employed by the setting and students over the age of 17 may be included in the ratios if they are deemed competent and responsible.
* We take out employers' liability insurance and public liability insurance, which covers both trainees 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.

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**Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment**

Children must be kept safe while on outings.

## 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. Where applicable: Our settings have direct access to outdoor provision on the premises so we do not need to take children on outing daily. We ensure that there are procedures to keep children safe on organised outings; all staff and volunteers are aware of and follow the procedures as laid out below.

**Procedures**

* 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.
* 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.
* 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 longthey 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 with contact numbers of parents/carers, as well as an accident form and a copy of our Missing Child Policy.
* We provide children with visibility vests to wear that contain the name and setting telephone number – but not the name of the child.
* 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.

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**Other useful Pre-school Learning Alliance publications**

* Daily Register and Outings Record (2012)
* Managing Risk (2009)

**Supervision of Staff**

The setting senior management, setting manager and deputy are responsible for ensuring all staff, including students, are suitable to work with children. Checks are carried out via enhanced DBS clearance check. However staff can only start work at the setting once we receive two satisfactory references and an enhanced DBS check conducted by the setting. Where staff with a current enhanced DBS is allowed to start work, the employee will be made to sign DBS declaration form confirming nothing has changed since the last DBS check. The member of staff will not be left unsupervised with the children until our setting DBS clearance is obtained.

Staff with DBS awaiting Childville DBS check will never:

* Be left unsupervised whilst caring for children
* Take children for toilet visits unless supervised by registered staff
* Change nappies
* Be left alone in a room or outside with children
* Administer medication
* Administer first aid
* Take photographs of any children
* Look at a child’s learning and development log.

Whilst ensuring all the above are adhered to, we still recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and participate fully in every other aspect of the setting day.

We recognise that the enhanced DBS disclosure is only part of a suitability decision and setting management will ensure each individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safer recruitment policy). We will also ensure they receive continuous support, training and supervision from management in order to provide a safe, secure and healthy environment for all children in the nursery.

All students will also receive an interview to ensure they are suitable for the setting, an induction process to ensure they fully understand and are able to implement the setting procedures, working practices and values. All students will be fully supervised to ensure they receive the appropriate support, training and information they may require.

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**Safeguarding and Welfare Requirement: Equal Opportunities**

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

**Supporting children with special educational needs**

**Policy statement**

We 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 ensure our provision is inclusive to all children with special educational needs.
* We support parents and children with special educational needs.
* We identify the specific needs of children with special educational needs at the earliest opportunity and meet those needs through a range of SEN strategies.
* We work in partnership with parents and other agencies in meeting individual children's needs.
* We monitor and review our policy, practice and provision and, if necessary, make adjustments.

**Procedures**

* We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and display his/her name on parents notice board. Our SENCO is:

DISPLAYED ON NOICE BOARD

* The SENCO works closely with our manager and other colleagues and has 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 special educational needs is the responsibility of all members of the setting.
* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We use the graduated approach system for identifying, assessing and responding to children's special educational needs.
* We work closely with the parents of children with special educational needs to create and maintain a positive partnership.
* We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
* We provide parents with information on sources of independent advice and support.
* We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.
* We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
* We use a system of planning, implementing, monitoring, evaluating and reviewing action plans for children with special educational needs.
* We ensure that children with special educational needs are appropriately involved in the graduated approach, taking into account their levels of ability.
* We have systems in place for supporting children based on a continuous cycle of ‘assess, plan, do and review’, which is applied in increasing detail and frequency to ensure that children progress.
* We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF) or local alternative, for example, Early Help Assessment, Early Years Action Plus (stage 3 of Continuum of Need), Statutory Assessment.
* We use a system for keeping records of the ‘assess, plan, do and review’ for children with special educational needs.
* We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
* We ensure that all 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 receive training support from our local authority and disseminate training information to practitioners and volunteers.
* We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
* 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 policy annually.

**Further guidance**

* SEND Code of Practice for the Early Years (Pre-school Learning Alliance 2014)
* Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
* Early Years Foundation Stage Statutory Framework (DfE 2014)
* The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009)
* Working Together to Safeguard Children (DfE 2013)
* Special Educational Needs and Disability Code of Practice(DfE&DoH2014)

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| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Other useful Pre-school Learning Alliance publications**

The Role of the Early Years Special Educational Needs Co-ordinator (SENCO)2nd Ed (2)

**Suspensions and Exclusions**

**Our setting (breakfast/after school) is committed to dealing with negative behaviour in a non-confrontational and constructive manner. Wherever possible, disruptive or challenging behaviour will be tackled collectively between staff and children in Childville. Such procedures are outlined in the Behaviour Management policy.**

However, there are occasions when such strategies alone will not alter or prevent negative behaviour. In such cases, further action will be necessary, including reviewing a child’s place at Childville, on either a temporary or permanent basis.

Persistent unacceptable behaviour from a child will result in them receiving firm warning from staff about their actions. Staff will explain to the child why their behaviour is unacceptable and the consequences of any further such incidents. Children will be encouraged to discuss their behaviour, to explain their actions, and helped to develop strategies to avoiding repeat incidents.

Details of all warnings, suspensions and exclusions will be recorded and kept on Childville’s record. Each warning should be discussed with the child concerned and their parent/carer. All staff will be made aware of any warnings given to a child. As a last resort, Childville has the right to temporarily suspend or permanently exclude a child in the event of persistent and irresolvable unacceptable behaviour.

Only in the event of an extremely serious or dangerous incident will a child be suspended from Childville with immediate effect. In such circumstances, the child’s parent/carer will be contacted immediately and asked to collect their child, even if the child normally signs themselves out. Children will not be allowed to leave the premises until a parent/carer arrives to collect them.

After an immediate suspension has taken place, the manager will arrange a meeting with the child concerned and their parents/carers to discuss the incident and decide if it will be possible for them to return to Childville.

Suspensions and exclusions should be seen as consistent, fair and proportionate to the behaviour concerned. In setting such a sanction, consideration should be given to the child’s age and maturity. Any other relevant information about the child and their situation should also be considered.

Children will only be suspended or excluded as a last resort, when there is no alternative action that could be taken, or when it is felt that other children and/or staff are potentially at risk. Wherever possible, Childville will give parents/carers time to make alternative arrangements for childcare during a period of suspension.

Staff should always keep parents/carers informed about behaviour management issues relating to their child and attempt to work with them to tackle the causes of disruptive or unacceptable behaviour.

No member of staff may impose a suspension from Childville without prior discussion with the manager. Staff will consult the manager as early as possible if they believe that a child’s behaviour is endangering others and warranting suspension or exclusion.

When a suspension is over and before a child is allowed to return to Childville, there will be a discussion between staff, the child and their parent/carer, setting out the conditions of their return.

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**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, 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 staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the 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 setting must assign a key person for each child.

The key person is a named practitioner who has responsibilities for a small group of children, they are there to help the child feel safe and secure. The role is important for both child and parent and it is an approach set out in the EYFS. The key person will respond to children’s needs and help them settle into a new environment, communicate is paramount between parent and key person as these discussions hold key information about the child. A Key person will be a point of contact for parents.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

**Procedures**

* We allocate a key person before the child starts.
* The key person is responsible for the induction of the family and for settling the child into our setting. The key person offers unconditional regard for the child and is non-judgemental.
* The key person works with the parents to plan and deliver a personalised plan for the child’s well-being, care and learning.
* The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child’s development with those carers.
* The key person is responsible for 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.
* The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
* We provide a back-up key person so the child and the parents have a key contact in the absence of the child’s key person.
* 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 staff and children.

**Engaging with parents/Carers**

* Participate in and plan ways of getting parents involved e.g. coffee mornings, parents evening, informal occasions; stay and play, themed weeks, trips.
* Promote a positive relationship between nursery and home,  engage in a positive way, create a bond  with the parent/ carer
* Help child to settle at nursery, reassure and comfort parent/carer e.g. take photos in their absence to aid feedback.
* Settling questionnaire sent home after 6 weeks.
* Provide daily verbal feedback to parents, supported by the ‘how much I’ve eaten’ and the ‘what I’ve been doing today’ charts and the planning sheets displayed.
* Messages to parents/ carers (medicine and accident forms) are the responsibility of the key person, but the room team should also support the key person in this.
* Update parent boards daily with information for parents to access about their child.

*Settling-in*

* Beforeachildstartstoattendthesetting,weuseavarietyofwaystoprovidehis/herparentswith information. These include written information (including our parent handbook and policies),displays about activitiesavailablewithinthesetting,informationdaysandeveningsandindividualmeetingswithparents.
* During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
* We allocate a key person to each child and his/her family before she/he starts to attend; 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 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 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 tore- 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 the key person 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 the setting 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.

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**Other useful Pre-school Learning Alliance publications**

* Play is What I Do (2010)
* Statutory Framework for the Early Years Foundation Stage (2012) With supporting documentation

**Transfer of records to school**

**Policy statement**

We recognise that children sometimes move to another early years setting before they go on to school, although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child’s development and learning in the Early Years Foundation Stage in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting. Prior to transferring information, we will establish the lawful basis for doing so (see our Privacy Notice).

**Procedures**

*Transfer of development records for a child moving to another early years setting or school*

* Using the *Early Years Outcomes* (DfE 2013) guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
* The record refers to:
  + any additional language spoken by the child and his or her progress in both languages;
  + any additional needs that have been identified or addressed by our setting;
  + any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
* The record contains a summary by the key person and a summary of the parent’s view of the child.
* The document may be accompanied by other evidence, such as photos or drawings that the child has made.
* When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.
* If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

*Transfer of confidential information*

* The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
* We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.
* Where a CAF has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.
* Where there has been a s47 investigation regarding a child protection concern, we will pass the name and contact details of the child’s social worker on to the receiving setting or school – regardless of the outcome of the investigation.
* We post or take the information to the school or setting, ensuring it is addressed to the setting or school’s designated person for child protection and marked as 'confidential’.
* We do not pass any other documentation from the child's personal file to the receiving setting or school.

**Legal framework**

* General Data Protection Regulations (GDPR) (2018)
* Freedom of Information Act (2000)
* Human Rights Act (1998)
* Children Act (1989)

**Further guidance**

* What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)
* Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

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**Uncollected Children**

**Our settings have the highest regard for the safety of the children in our care – from the moment they arrive to the moment that they leave.**

# Policy statement

## In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

## We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

## Procedures

* Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form:
* Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
* Place of work, address and telephone number (if applicable).
* Mobile telephone number (if applicable).
* Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
* Who has parental responsibility for the child.
* Information about any person who does not have legal access to the child.
* On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
* On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
* Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. Our contact telephone number are [ 07760191413 (Manor), 07760228902 (Becontree), 07825132898 (Gascoigne), 07760220367 (Thamesview), 07914824676

(St Johns) and 07951414426 (Furze) ].

* At the end of every session, Childville will ensure that all children are collected by a parent, carer or designated adult, in accordance with the Arrivals and Departures policy. If for some reason a child is not collected as their expected collection time by the end of a session, the following procedures will be activated:
* The child’s file is checked for any information about changes to the normal collection routines.
* If a parent, carer or designated adult is more than 15 minutes late in collecting their child, the manager will call the parent, carer or designated adult, and use any other emergency contact details available in order to try to ascertain the cause for the delay, and how long it is likely to last. Messages will always be left on any answer phone requesting a prompt reply.
* While waiting to be collected, the child will be supervised by at least two members of staff who will offer them as much support and reassurance as is necessary.
* If no-one collects the child within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, we apply the procedures for uncollected children.
* If we have any cause to believe the child has been abandoned we contact the local authority children’s social care team or local Children's services Duty and Assessment team on: 020 8227 3811 Out of hours (4.45pm) Emergency Duty Social worker on 0208594 8356 for advice.
* In the event of the social services being called and responsibility for the child being passed to a child protection agency, the manager will attempt to leave a further telephone message with the parent/carer or designated adults’ answer phone. Furthermore, a note will be left on the door of Childville premises informing the parent, carer or designated adult of what has happened. The note will reassure them of their child’s safety and instruct them to contact the local social services department.
* If the children’s social care team is unavailable [or as our local authority advise] we will contact the local police.
* The child stays at the setting in the care of two of our fully-vetted workers, one of whom will be our manager or deputy manager until the child is safely collected either by the parents or by a social care worker, or by another person specified by social care (i.e. Police).
* Under no circumstances will a child be taken to the home of a member of staff, or away from Childville premises unless absolutely necessary, in the course of waiting for them to be collected at the end of a session.
* The child will remain in the care of Childville until they are collected by the parent, carer or designated adult, or alternatively placed in the care of social services.
* Incidents of late collection will be recorded by the manager and discussed with parents/carers at the earliest opportunity. Parents and carers will be informed that persistent late collection may result in the imposition of a fine or the loss of their child’s place at Childville.
* Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
* Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
* We ensure that the child is not anxious and we do not discuss our concerns in front of them.
* A full written report of the incident is recorded in the child’s file.
* Ofsted may be informed:

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| 0300 123 1231 | *(telephone number)* |

* Childville operates a policy of fining each parent who is late to pick up their child with a fine of £1.00 for every minute. This fee is then payable for every minute that each child is failed to be collected. This is to cover staff overtime.
* If the building hires for use by Childville, charges an overtime fee after it is locked up late, this fee will also be charged to the parents.
* The local Pre-school Learning Alliance office/Development Worker may also be informed:

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|  | *(name and phone number)* |

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**Other useful Pre-school Learning Alliance publications**

* Safeguarding Children (2013)

**Valuing diversity and promoting equality**

**Policy statement**

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers.

Some children have needs that arise from disability or impairment, or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

* provide a secure and accessible environment in which all of our children can flourish and in which all contributions are considered and valued;
* include and value the contribution of all families to our understanding of equality and diversity;
* provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people;
* improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
* challenge and eliminate discriminatory actions;
* make inclusion a thread that runs through all of the activities of the setting; and
* foster good relations between all communities.

**Procedures**

### Admissions

Our setting is open to all members of the community.

* We advertise our service widely.
* We reflect the diversity of our society in our publicity and promotional materials.
* We provide information in clear, concise language, whether in spoken or written form.
* We provide information in as many languages as possible.
* We base our Admissions Policy on a fair system.
* We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
* We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:
* disability;
* race;
* gender reassignment;
* religion or belief;
* sex;
* sexual orientation;
* age;
* pregnancy and maternity; and
* marriage and civil partnership.
* We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.
* We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
* We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
* We take action against any discriminatory behaviour by staff or parents whether by:
* direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
* indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
* association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
* perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.
* Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, the premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

## Employment

* Posts are advertised and all applicants are judged against explicit and fair criteria.
* Applicants are welcome from all backgrounds and posts are open to all.
* We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.

### *The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service (DBS). This ensures fairness in the selection process.*

### *All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.*

### *We monitor our application process to ensure that it is fair and accessible.*

### Training

* We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
* We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
* We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

### Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

* making children feel valued and good about themselves and others;
* ensuring that children have equality of access to learning;
* undertaking an access audit to establish if the setting is accessible to all children;
* making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
* making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
* positively reflecting the widest possible range of communities in the choice of resources;
* avoiding stereotypes or derogatory images in the selection of books or other visual materials;
* celebrating a wide range of festivals;
* creating an environment of mutual respect and tolerance;
* differentiating the curriculum to meet children’s special educational needs;
* helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
* ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
* ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
* ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

*Valuing diversity in families*

* We welcome the diversity of family lifestyles and work with all families.
* We encourage children to contribute stories of their everyday life to the setting.
* We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
* For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
* We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.
* We take positive action to encourage disadvantaged and under-represented groups to use the setting.

*Food*

* We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met.
* We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

*parent involvement*

* Parents/carers are encouraged to get involve with special activities/celebrations such as Diwali, Black history month at the setting.
* We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
* Information about activities is communicated in a variety of ways - written, verbal and in translation – to ensure that all mothers and fathers have information about, and access.

*Monitoring and reviewing*

* So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and to value diversity.
* We provide a complaints procedure and a complaints summary record for parents to see.

**Legal framework**

The Equality Act (2010)

Children Act (1989) & (2004)

Special Educational Needs and Disability Act (2001)

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**Other useful Pre-school Learning Alliance publications**

* Guide to the Equality Act and Good Practice (2011)
* All Together Now (2009)

Where’s Dad? (2009)

**Website Privacy Notice**

This website privacy notice describes how Childville After School Services Ltd protects and makes use of the information you give us when you use this website/app.

If you are asked to provide information when using this website, it will only be used in the ways described in this privacy notice.

We gather and use certain information about individuals in order to provide products and services and to enable certain functions on this website. We also collect information to better understand how visitors use this website and to present timely, relevant information to them.

The Data Protection Officer with responsibility for monitoring this privacy notice is **Nicky Coker and the Setting manager/deputy**

**Collecting information**

We may collect the following information:

* Name and job title
* Contact information including email address
* Demographic information, such as postcode, preferences and interests
* Website usage data
* Other information relevant to client enquiries
* Other information relating to special offers and surveys

Collecting this data helps us understand what you are looking for from our setting, enabling us to deliver improved services.

Specifically, we may use data:

* For our own internal records
* To improve the services, we provide
* To contact you in response to a specific enquiry
* To send you promotional emails about products, services, offers and other information we feel may be relevant to you.
* To contact you via email, telephone or email for market research reasons

**How we collect information**

**Cookies**

A cookie is a small file placed on your computer’s hard drive. It enables our website to identify your computer as you view different pages on our website.

Cookies allow websites and applications to store your preferences in order to present content, options or functions that are specific to you. They also enable us to see information such as how many people use the website and what pages they visit.

We may use cookies to:

* Analyse our web traffic using an analytics package to help improve the website structure, design, content and functions.
* Identify whether you are signed in to our website
* Test content on our website
* Store information about your preferences so that the website can present information that is relevant and interesting
* Recognise when you return to our website

Cookies do not provide us with access to your computer or any information about you, other than that which you choose to share with us.

You can use your web browser’s cookie settings to determine how our website uses cookies. If you do not want our website to store cookies on your computer or device, you should set your web browser to refuse cookies. However, doing so may affect the functionality of our website when you visit and some pages and services may become unavailable to you.

Unless you have changed your web browser to refuse cookies, our website will issue cookies when you visit it.

**Opt-in’s**

When you fill in a form or provide your details on our website (where applicable) we will store these on our CRM system and may send you automated emails regarding services that could be of interest or relevance to you.

To unsubscribe from our CRM system and to stop receiving further emails from us you can:

* Unsubscribe from the email sent to you by changing your preferences
* Email us at [childvillecentre@yahoo.com](mailto:childvillecentre@yahoo.com)

We will never lease, distribute or sell your personal information to third parties unless we have your permission or the law requires us to do so.

**Security**

Our website is scanned on a regular basis for security holes and known vulnerabilities in order to make your visit to our site as safe as possible.

Your personal information is contained behind secured networks and is only accessible by a limited number of persons who have special access rights to such systems, and are required to keep the information confidential. In addition, all sensitive/credit information you supply is encrypted via Secure Socket Layer (SSL) technology.

We implement a variety of security measures when a user places an order enters, submits, or accesses their information to maintain the safety of your personal information.

All transactions are processed through a gateway provider and are not stored or processed on our servers.

We will always hold your information securely and follow stringent procedures to ensure we work with all personal data in accordance with the Data Protection Act 1998.

To prevent unauthorised disclosure or access to your information we have implemented strong physical and electronic security safeguards.

**External links**

Our website may contain links to other websites. Please note that we have no control of websites outside the Childville After School Services Ltd domain. If you provide information to a website to which we link, we are not responsible for its protection and privacy.

Always be wary when submitting data to websites. Read the site’s privacy policies fully.

If you would like to discuss anything in this privacy notice, please contact Nicky Coker or your centre manager/deputy.

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner’s Office at <https://ico.org.uk/concerns/>

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| This policy was adopted by |  | *(name of provider)* |
| On |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Whistle blowing Policy (Safeguarding Children)**

Whilst we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective, there may be occasions where this may not be happening.

It is vital that all team members talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be ironed out as soon as they arise.

Ofsted published its external [whistle blowing policy](http://www.ofsted.gov.uk/resources/whistleblowing-ofsted-about-safeguarding-local-authority-childrens-services) outlining procedures to adopt when receiving referrals about children’s safety and their safeguarding arrangements.

The document defines whistle blowing as:

“…someone who works in or for an organisation [who] wishes to raise concerns about malpractice, wrongdoing, illegality or risk in the organisation (for example, crimes, civil offences, miscarriages of justice, dangers to health and safety)”

The Whistle blowing Act (also known as The Public Interest Disclosure Act of 1998) encourages those working in child-centred workplaces to promote accountability and self-regulation. Where there is genuine concern about child safeguarding, the Act promotes public interest by providing a service that protects the worker who raises honest concern against reprisals from their workplace.

Differing from a personal complaint or a grievance, whistle blowing generally applies when there is no vested interest and a person is acting as a witness to misconduct or malpractice they have observed.

If in the course of your employment, you find that you have genuine concerns regarding a child safety or you become aware of information which you reasonably believe tends to show one or more of the following,

**Disclosure of information**

* That a criminal offence has been committed or is being committed or is likely to be committed
* That a manager or member of staff has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g. EYFS, National Minimum Standards, National Care Standards)
* That a miscarriage of justice that has occurred, is occurring, or is likely to occur
* That the health or safety of any child or staff has been, is being, or is likely to be, endangered
* That the environment, has been, is being, or is likely to be, damaged
* That information tending to show any of the above, is being, or is likely to be, deliberately concealed

You **MUST** use the setting’s disclosure procedure set out below:

**Disclosure procedure**

* If this information relates to safeguarding then the setting safeguarding policy should be followed, with particular reference to the staff and volunteering section
* Where you reasonably believe one or more of the above circumstances listed above has occurred you should promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e. because it relates to your manager) you should speak to the deputy manager.
* Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to their setting manager.
* Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
* Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations or disclosures in bad faith will be subject to potential disciplinary action which may result in dismissal
* Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
* Any management employee who inappropriately deals with a whistle blowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal.
* If the manager or deputy did not act on your disclosure, you must raise your concern with LBBD safeguarding manager Joy Barter or the LADO Team using contact numbers on the LBBD disclosure posters displayed on Parents notice board.

In the situation where the staff member believes danger is less imminent, you may contact the Whistleblower Hotline **(0300 123 3155).** They will need to know whether you have already raised your concern internally and whether there was any action taken. Once the hotline attendant has gathered as much information as possible they will forward the record onto specially trained staff to determine whether Ofsted is able to take action on your behalf.

When your concern is being dealt with by Ofsted, they will categorise into one of the following:

* **Category 1:**  
  child protection concerns about a ‘risk of harm’ to specific child or children. Ofsted’s Compliance, Investigation and Enforcement (CIE) team will immediately refer the matter to the local authority’s child protection team for urgent attention.
* **Category 2:**  
  specific concerns or allegations about wider or systematic failure in safeguarding practice in the local authority. These will be referred to the Ofsted whistle blowing team.

There should be a transparent system in place when whistle blowing. If however you are worried about raising a concern you would be wise to seek out independent advice. This can be found through your union or through the charity Public Concern at Work.

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| This policy was adopted at a meeting of |  | *(name of provider)* |
| Held on |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |

**Further guidance**

**Safeguarding children: Ofsted’s whistle blowing policy -2014**

**Working in partnership with other agencies**

**Policy statement**

We work in partnership with local and national agencies to promote the well-being of all children**.** We will never share your data with any organisation to use for their own purposes.

**Procedures**

* We work in partnership, or in tandem, with local and national agencies to promote the well-being of children.
* We have procedure in place for the sharing of information about children and families with other agencies. These are set out in our Privacy Notice, Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.
* Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
* When working in partnership with staff from other agencies, we make those individuals welcome in our setting and respect their professional roles.
* We follow the protocols for working with agencies, for example on child protection.
* We ensure that staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
* Our staff do not casually share information or seek informal advice about any named child/family.
* When necessary, we consult with and signpost to local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

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1. [↑](#footnote-ref-2)