



Policies & Procedures

St Marys Fields Primary School
(Manor House)

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Document Control

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1.0	Initial Release	20/08/14
1.2	DBS Update & EYFS framework update	21/08/14
1.3	Safer Recruitment	30/09/15
	Prevent Duty and promoting British Values	30/09/15
1.4	Update Local Authority Numbers & Infectious Illness Exclusion policy	16/03/16
1.5	Admissions Policy Nappy Changing Policy Emergency Evacuation to include 2.4 Lockdown SEN	14/01/19
1.6	Update Safeguarding to include 4.14 Lone Working	14/05/19
1.7	Review	01/09/22

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1.0 Health and Safety

The setting aims to ensure the health, safety and welfare of all staff, children, visitors and other individuals who may be affected by the setting activities and actual existence. The Health and Safety at Work Act 1974 and the Workplace (Health, Safety and Welfare) Regulations 1992 and their associated Approved Code of Practice (ACoP) and guidance will be complied with at all times. The Manager and staff will always strive to go beyond the minimum statutory standards to ensure that health and safety remains the first priority.

The steps below will be actioned as a matter of course:

- Create an environment that is safe and without risk to health.
- Prevent accidents and cases of work-related ill health.
- Use, maintain and store equipment safely.
- Ensure that all staff are competent in the work in which they are engaged.

1.1 Responsibilities of the Managing Director, the setting Coordinator and Staff

The Managing Director will ensure that adequate arrangements exist for the following:

- Monitoring the effectiveness of the Health and Safety policy and authorising any necessary revisions to its provisions.
- Providing adequate resources, including financial, as is necessary to meet the setting health and safety responsibilities.
- Providing adequate health and safety training for all staff.
- Ensuring that all accidents, incidents and dangerous occurrences are adequately reported and recorded (including informing the Health and Safety Executive, and Ofsted, where appropriate).
- Reviewing all reported accidents, incidents and dangerous occurrences, and the setting's response, to enable corrective measures to be implemented.
- Ensuring that all staff, students, volunteers and any other adult who come into contact with children at the setting have appropriate and up to date DBS checks.

The setting Co-ordinator will ensure that:

- An additional designated member of staff is made jointly responsible with them for the health and safety and risk assessment provisions at the setting, as set out in this and other policies.
- Risk assessments are completed, logged and effectively monitored.
- Risk assessments are reviewed when there is any change to equipment or resources, the setting premises, or when, particular needs of a child, or other visitor necessitates this.

- Conduct a visual inspection of the entire premises (both indoor and outdoor), along with equipment, on a daily basis and before use.
- Regular safety inspections are carried out and the reports accurately logged.
- Any action required as a result of a health and safety inspection is taken as rapidly as possible.
- Information received on health and safety matters is distributed to the Managing Director and all members of staff.
- An investigation is carried out on all reported accidents, incidents and dangerous occurrences.
- Staff are adequately trained to fulfil their role within the Health and Safety policy.

Staff are responsible for ensuring that the provisions of the Health and Safety policy are adhered to at all times. As such, they are required to:

- Have regard for the Health and Safety policy and their responsibilities under it.
- Have regard for any health and safety guidance issued by the setting Co-ordinator or the designated member of staff, and act upon it whenever appropriate.
- Take reasonable care for their own health and safety as well as of other persons who may be affected by their acts or omissions at work.
- Take all reasonable care to see that the equipment and premises that are used by children, and the activities that are carried out at the setting, are safe.
- Report any accidents, incidents or dangerous occurrences that have led to, or may in the future be likely to lead to, injury or damage, and assist in the investigation of any such events.
- Undergo relevant health and safety training when instructed to do so by the setting Coordinator.

1.2 Recording Accidents, Incidents and Dangerous Occurrences

All accidents, incidents and dangerous occurrences will be recorded on the same day as the event took place.

Records must contain:

- The time, date and nature of the incident, accident or dangerous occurrence.
- Details of the people involved.
- The type, nature and location of any injury sustained.
- The action taken and by whom.
- The signature of the member of staff who dealt with the event, any witnesses and, if deemed necessary, a countersignature by the parents/carers of the child or children involved.

Staff should inform the parents/carers of the child or children concerned at the end of the session in which the incident, accident or dangerous occurrence took place. Where this is not possible, the information will be passed on at the earliest possible opportunity.

1.3 Infectious Illness and Exclusion

Staff and Children should not be at the setting if they are unwell in line with control of infectious diseases table below.

We will follow these procedures to ensure the welfare of all staff and children within the setting.

- If a child/staff member becomes ill during the session, their parent(s)/next of kin will be contacted and asked to collect the individual from the setting as soon as possible. During this time the child/ staff member will be cared for in a quiet, calm area with their key person/manager.
- Should a child/staff member have an infectious disease, such as sickness and diarrhoea, they should not return to the setting until they have been clear for at least 48 hours
- It is vital that we follow the advice given to us by our registering authority and exclude specific contagious conditions, e.g. sickness and diarrhoea, and chicken pox to protect other children/staff in the setting. Illnesses of this nature are very contagious and it is exceedingly unfair to expose other children/adults to the risk of an infection.
- If a contagious infection is identified in the setting, parents/staff will be informed to enable them to spot the early signs of this illness. All equipment and resources that may have come into contact with a contagious child//staff member will be cleaned and sterilised thoroughly to reduce the spread of infection.
- It is important that children are not subjected to the rigours of the normal day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics. Our policy, therefore, is to exclude children on antibiotics for the first 24 hours of the course and with at least two doses administered.
- The setting has the right to refuse admission to a child who is unwell. This decision will be taken by the manager on duty and is non-negotiable
- Information about head lice (nhs.co.uk) is readily available and all parents are requested to regularly check their children's hair. If a parent finds that their child has head lice we would be grateful if they could inform the setting so that other parents can be alerted to check their child's hair. Meningitis procedure If a parent informs the setting that their child has meningitis, the manager should contact the Infection Control (IC) Nurse for their area, and Ofsted. The IC Nurse will give guidance and support in each individual case. If parents do not inform the setting, we will be contacted directly by the IC Nurse and the appropriate support will be given. Transporting children to hospital procedure
- If the sickness is severe, call for an ambulance immediately. DO NOT attempt to transport the sick child in your own vehicle
- Whilst waiting for the ambulance, contact the parent and arrange to meet them at the hospital

- A senior member of staff must accompany the child and collect together with registration forms, relevant medication sheets, medication a. A member of the management team must also be informed immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need reassurance.

Exclusion Periods

If a child or member of staff becomes ill outside of operational hours they should notify the setting as soon as possible.

The minimum exclusion periods outlined below will then come into operation.

Illness	Exclusion Required
Antibiotics prescribed	24 hours of the course with at least 2 doses administered for medication that has not previously been prescribed
Chicken Pox	5 days from when the rash first appeared
Conjunctivitis	After medication
Diarrhoea/Sickness	48 hours clear
Diphtheria	2-5 days
Gastro-enteritis, food poisoning	48 hours or until advised by the doctor
Salmonella and Dysentery	24 hours or until advised by the doctor
Glandular Fever	Until certified well
Hand, Foot and Mouth disease	During acute phase and while rash and ulcers are present
Hepatitis A	5 days from onset of jaundice & when recovered
Hepatitis B	Until clinically well
Impetigo	Until the skin has healed
Infective hepatitis	7 days from the onset
Measles	7 days from when the rash first appeared
Meningitis	Until certified well
Mumps	5 days minimum or until the swelling has subsided
Pediculosis (lice)	Until treatment has been given

Pertussis (Whooping cough)	5 days from antibiotics
Plantar warts	Should be treated and covered
Poliomyelitis	Until certified well
Ringworm of scalp	Until cured
Ringworm of the body	Until treatment has been given
Rubella (German Measles)	5 days from onset of rash
Scabies	Until treatment has been given
Scarlet fever and streptococcal	5 days from the start of the treatment
Tuberculosis	Until declared free from infection by a doctor
Typhoid fever	Until declared free from infection by a doctor
Warts (including Verrucae)	Exclusion not necessary, should keep feet covered
Norovirus	48 hours clear
E. coli	Excluded minimum of 48 hours – under 5s until evidence of microbiological clearance
Whooping cough	5 Days from antibiotic treatment or 21 days from onset of illness if no antibiotic treatment

This list is not exhaustive please contact health professionals if in any doubt

1.3 Insurance

The Children Act 1989 and the Health and Safety at Work Act 1974, place a number of legal responsibilities on the setting. Therefore, the setting has insurance cover appropriate to its duties under this legislation, including Employer' Liability Insurance. Responsibility will, in most cases, rest with the setting, but staff will take reasonable care, both for themselves and other people who may be affected by their acts or omissions at work. If the setting is held responsible for any incident that may occur, public liability insurance will cover compensation.

1.4 Liability

Under provisions contained in the Occupiers Liability Act 1957, the setting has a duty to ensure that both children and any visitors are kept reasonably safe. The parties named in the wording of the premises contract are responsible for this duty.

1.5 Smoking

All members of staff are forbidden from smoking on or around the setting premises. All visitors are forbidden from smoking on the premises.

2.0 Emergency Evacuation

Our setting understands the importance of vigilance to fire safety hazards. All staff, students, volunteers and children are aware of the fire safety procedures set out in this policy.

2.1 Policy

- All staff are aware of the location of all fire exits, the fire assembly point and where fire safety equipment is stored. Particular attention is paid to distinguishing between the various types of fire extinguisher and their methods of operation.
- Children are made aware of the fire safety procedures during their settling in period and on regular occasions from then on. All children will be made aware of the location of fire exits and the fire assembly point.
- Fire doors and fire exits are clearly marked, are not obstructed at any times, and are easily opened from the inside.
- Fire exits are kept closed at all times but never locked. Fire extinguishers and fire alarm systems are regularly tested in accordance with manufacturer's guidance.
- Fire drills are conducted by the setting Co-ordinator periodically ensuring children are fully aware of what to do in a real life situation. Staff will be informed of when these will occur.
- Twice a year, the setting will hold a fire drill without prior warning. This will be conducted within a variety of before and after school sessions to ensure all children understand the fire evacuation procedure.
- All fire drills, fire incidents and equipment checks will be recorded and details kept within the setting filing system.

2.2 Prevention

The setting will take all steps possible to prevent fires occurring. As such, the setting Co-ordinator and the staff team are responsible for:

- Ensuring that power points are not overloaded with adaptors.
- Ensuring that the setting's No Smoking policy is always observed.
- Checking for frayed or trailing wires.
- Checking that fuses are replaced safely.
- Unplugging and turning off all equipment before leaving the premises.
- Storing any potentially flammable materials safely.
- The setting Co-ordinator will explain fire safety procedures to new staff, students and volunteers as part of the induction process.

2.3 In the event of a fire

- A member of staff will raise the alarm immediately and the emergency services will be called at the earliest possible opportunity.

- All children will immediately be escorted out of the building and to the assembly point using the nearest marked exit. No attempt will be made to collect personal belongings, or to re-enter the building after evacuation.
- The entire premises will be checked by the setting Co-ordinator and the register will be collected, providing that this does not put anyone at risk. On exiting the building, the setting Co-ordinator will close all accessible doors and windows to prevent the spread of fire.
- The register will be taken and all children and staff accounted for. If any person is missing from the register, the emergency services will be informed immediately. If for any reason the register is not to hand, the setting Coordinator should access the emergency contacts list that is kept off the premises (for further details see the Documentation and Information policy)

2.4 Lockdown

An evacuation or lockdown occurs when circumstances dictate that the safety of the children and staff is better ensured inside current buildings, with doors and windows locked and blinds/curtains drawn.

Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident/ civil disturbance in the local community (with the potential to pose a risk to staff and children)
- An intruder on our site (with the potential to pose a risk to staff and children)
- A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud etc.)
- A major fire in the vicinity of our setting
- The close proximity of a dangerous dog roaming loose.

Management of the situation will depend on the circumstances presented

- The safety of all personnel is the primary focus in managing the situation – notifications and reporting are secondary to safety issues.
- Remain calm - It is very important not to convey any sense of panic or danger to our children. Consider activities that will distract them such as making a den and having a picnic.
- Move slowly
- Obey instructions
- DO NOT PROVOKE AN INCIDENT

1. The senior staff member on site (co-ordinator) will alert other staff calmly and quietly, using the phrase “Lock Down” to initiate lockdown. If appropriate, he or she will contact police on 999, making them aware of the situation and that there are children in the building. He/she will also make the school aware of the situation, at the earliest opportunity.
2. Staff to lock all external doors and windows and pull blinds down.
3. If any children and adults are in the outdoors area at the alert of a lockdown, the adult will bring all children into the building via the nearest entrance.
4. Depending on the circumstances staff will ensure children remain inside the building with locked doors and windows and blinds pulled down, in an area staff deem the safest, or children will be evacuated in a quiet and orderly manner away from the situation to a safe area defined by staff or police.

5. If the setting is on a shared site e.g. school, if possible, the manager will liaise with other site users to alert them to the situation.
6. If there is police involvement, the officer in charge will evaluate the situation and notify the coordinator when the site is safe and/or if any further action is needed.
7. If the lock down persists for an extended amount of time or occurs at drop-off / pick-up time, the coordinator will decide how best to liaise with parents outside the building so as not to cause alarm. Ideally, the coordinator will request a colleague from another local Playfit setting or the management team, to come on site to talk to parents.
8. All clear will be given by the coordinator - children must not be moved until all clear given, unless in exceptional circumstances (ie. somebody outside the window / door) in which case find another area of safety.
9. Once it is confirmed that all children and staff are safe, the manager will need to record and report the incident directly to the director.

3.0 Administering of Medication Policy

Medication will never be given without the prior written request of the parent/carer as well as, a written and signed instruction from the child's GP, including frequency, dosage, any potential side effects and any other pertinent information.

A member of staff will be assigned to administer medication for each individual child concerned. They will also be responsible for ensuring that:

- Medication is not usually administered unless it has been prescribed for that child by a doctor, dentist, nurse, or pharmacist.
- Medication must be in-date and prescribed for the current condition.
- Children taking prescribed medication must be well enough to attend the setting.
- Medication must be stored in its original container, in a suitable place as listed within the medication instructions, be clearly labelled and inaccessible to the children.
- Parents must give prior written permission for the administration of medication. This states the name of the child, name/s of parent(s), date the medication starts, the name of the medication and prescribing doctor, the dose and times, or how and when the medication is to be administered.
- The administration is recorded accurately each time it is given and is signed by the member of staff administering the medication and countersigned by another member of staff.
- Parents must sign a medication record sheet to acknowledge the administration of a medicine, which must be kept onsite at all times.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional as organised by the setting coordinator.

4.0 Safeguarding Children Policy and Procedure

Our setting believes that children have the right to be completely secure from both the fear and reality of abuse, and we are committed to protecting all the children in our care from harm. We work with children, parents, carers and the community to ensure the safety of children. We aim to safeguard the well-being of the children in our care.

4.1 Policy Aims

Our aims are to carry out this policy by:

- Promoting 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;
- Helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults; and
- Working with parents to build their understanding of and commitment to the principles of safeguarding all our children.
- We work within the Safeguarding Children's Board guidelines.
- We have a copy of 'What to do if you are worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues. Child protection procedure charts are displayed within the setting, which include telephone numbers of duty social workers.
- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- If a referral is to be made to the Local Authority Children's Team, we act within the Safeguarding Children's Board and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

4.2 Curriculum

In order to promote the safeguarding of children we:

- We introduce key elements of child protection 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 understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, 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.

4.3 Staffing and Volunteering

The setting ensures it provides adequate and appropriate staffing resources to meet the needs of children. Therefore the setting will ensure that:

- We provide adequate and appropriate staffing resources 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.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the DBS before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children. Any disqualified person will be referred to the DBS and Ofsted
 - In the situation where a member of staff at our setting could become disqualified we will endeavour to notify Ofsted within 48 hours.
- Volunteers do not work unsupervised.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- We ensure that the use of cameras and mobile phones are not used by staff during working hours. Use of the setting phone is available in emergencies.

4.4 Training

The setting is committed to ensuring that it meets its responsibilities in respect of child protection through the provision of support and training to staff. Therefore, the setting will ensure that:

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

4.5 Responding to Suspicions of Abuse

We acknowledge that abuse of children can take different forms - physical, emotional, and sexual as well as neglect. To this end:

- 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 setting leader or manager. The information is stored on the child's personal file.
- Staff in the setting take care not to influence the outcome either through the way they speak to children or by asking questions of children.

4.6 Disclosures

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

- offers reassurance to the child;
- listens to the child; and
- gives reassurance that she or he will take action.

THE MEMBER OF STAFF DOES NOT QUESTION THE CHILD.

4.7 Recording Suspicions of Abuse and Disclosures

In all cases, staff make a record of:

- The child's name;
- The child's address;
- The age of the child;
- The date and time of the observation or the disclosure;
- An objective record of the observation or disclosure;
- The exact words spoken by the child as far as possible;
- The name of the person to whom the concern was reported, with 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.

In the case of an adult behaviour which might be signs of abuse and neglect the same procedure is followed.

All members of staff know the procedures for recording and reporting.

Important Numbers

Social care professional advice helpline: 0116 454 1004

First response (referrals and immediate concerns): 0116 255 1606

Designated Officer (local authority) (allegations): 0116 454 2440

Leicestershire police: 0116 2222222

4.8 Informing Parents

If a suspicion of abuse is recorded:

- Parents are normally the first point of contact.
- Parents are informed at the same time as the report is made, except where the guidance of the local Area Safeguarding Children Committee does not allow this.
- This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

4.9 Allegations against Staff

We ensure that all parents know how to complain about staff or volunteer action within the setting, which may include an allegation of abuse.

- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff 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's children's team department to investigate.
- We co-operate entirely with any investigation carried out by the children's team in conjunction with the police.
- Our policy is to suspend the member of staff on full pay 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.

4.10 Disciplinary Action

Any member of staff, student or volunteer under investigation for the alleged abuse of a child, will be subject to the provisions of the Staff Disciplinary Policy and suspended from the setting whilst an investigation is in progress.

- Where a member of staff or a volunteer is dismissed from the setting or internally disciplined because of misconduct relating to a child, we notify the Department of Health Administrators so that the name may be included on the List for the Protection of Children and Vulnerable Adults.
- OfSTED will be informed of any allegations of abuse against a member of staff, student or volunteer, or any abuse that is alleged to have taken place on the premises or during a visit or outing.

4.11 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.

4.12 Support to Families

The setting believes in building trusting and supportive relationships with families, staff and volunteers in the group. Therefore:

- The setting makes clear to parents its role and responsibilities in relation to Child Protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local social services department.
- The setting continues 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 social services department in relation to the setting's designated role and tasks in supporting the child and the 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 procedure and only if appropriate under the guidance of the Area Safeguarding Children Committee.

The Designated Person on site is Letisha Youmans

4.13 Safer Recruitment Policy

All organisations which employ staff or students and volunteers to work with children, must adopt a consistent and thorough process of safer recruitment in order to ensure that people who work with children are always suitable to do so. This policy has been created using guidance from the Leicester Safeguarding Children Board, Government guidance, and with regard to Level 3 Safer Recruitment Training undertaken.

Safer recruitment practice includes people who may not have direct contact with children, but because of their presence and familiarity in a setting, will still be seen as safe and trustworthy.

When selecting adults to work with children, we ensure that the Regional manager/manager takes a lead in the selection process and is on the interview panel.

Procedures

Safer Recruitment Practice;

Safer recruitment practice is at the forefront of our recruitment process including;

- Advertising and information for applicants.
- References
- Other checks before interview
- Selection of candidates
- Interviewing of shortlisted candidates
- Offer of appointment to the successful candidate
- Induction and supervision of newly appointed staff

Advertisements and information for Applicants

Any advert for staff will demonstrate our commitment to safeguarding and protecting children by ensuring that all recruitment advertising materials contain a policy statement to this effect. All information we give to the interested applicant will highlight the importance placed on a rigorous selection process.

The information will stress that the identity of the candidate, if successful, will need to be checked thoroughly, and that a DBS check application will be required straight away.

The **job description** will set out the extent of the relationship with, and the degree of responsibility for, children with whom they will have contact. The person specification will explain;

- The qualifications and experience needed for the role.
- The competencies and qualities that the applicant should be able to demonstrate.
- How these will be tested and assessed during the selection process.

The application will ask for;

- Full personal information, including any former names by which the person has been known in the past.
- A full history of employment, both paid and voluntary, since leaving school, including periods of further education or training. This must include – start and end dates, explanations for leaving, and any reasons for gaps in employment.
- Details of any relevant academic and/or vocational qualifications.
- A declaration that the person has **no convictions, cautions, or bind-overs, including those regarded as spent**. This will also include referral to or inclusion on the DBS Barred List, restricting or preventing them from working with children.

CV's drawn up by applicants in place of an application form are not acceptable because these will only contain the information the applicant wishes to present, and may omit relevant details.

References;

The application form will ask both professional and character references, one of which must be from the applicant's current or most recent employer. Additional references may be asked for where appropriate. For example, where the applicant is not currently working with children, but has done so in the past, a reference from that employer will be asked for in addition to the current or most recent employer.

References must be sent wherever possible to business, not a home address. Wherever possible, references should be obtained prior to interview so that any issues of concern raised by the reference can be explored further with the referee, and taken up with the candidate during interview.

References must contain objective, verifiable information, and in order to achieve this, a reference pro-forma with questions relating to the candidate's suitability to work with children should be provided.

References must include;

- Length of time the person has known the applicant and in what capacity.
- Post held with dates, salary and reason for leaving.
- Ability and suitability to work with children.
- Skills, strengths and weaknesses and how these have been demonstrated
- Any current disciplinary investigation and/or sanctions.
- Any allegations and/or disciplinary investigations relating to the safety or welfare of children, and the outcome of these (including where any sanction has expired).
- Details of any criminal convictions, cautions or bind-overs
- Sickness record
- If the referee would re-employ the applicant and, if not details of why
- Verification of the identity of the referee.

The referee must be asked to confirm whether the applicant has been the subject of any disciplinary sanctions and whether the applicant has had any allegations made against them, or concerns raised which relate to either the safety or welfare of children, or about the applicant's behaviour towards children.

Details about the outcomes of any concerns or allegations should be sought.

Open references or testimonials will not be accepted.

Other Checks before Interview;

If the applicant claims to have specific qualifications or experiences relevant to working with children, which may not be verified by a reference, the facts should be verified by making contact with the relevant body or previous employer and any discrepancy explored during the interview.

Selection of Candidates;

Standard procedures will be followed to ensure that the best candidates are selected fairly. All applicants must be assessed equally against the criteria contained in the person specification without exception or variation.

Safer recruitment means that all applications must additionally be;

- Checked to ensure that they are fully and properly completed. Incomplete applications should not be accepted and will be returned to the candidate for completion.
- Scrutinised for any anomalies or discrepancies in the information provided.
- Considered with regard to any history gaps, or repeated changes in employment, or moves to supply work, without clear and verifiable reasons.

All candidates will be instructed to bring with them documentary evidence of their identity, with a full birth certificate, passport or photo card driving licence, and additionally a documents such as a utility bill or bank statement that verifies the candidate's name and address. Where appropriate, change of name documentation must also be brought to the interview.

Candidates must also be asked to bring original or certified copies of documents confirming any necessary or relevant educational and professional qualifications. If the successful candidate cannot produce original documents or certified copies, written confirmation of their qualifications must be obtained from the awarding body.

Interviewing short listed Candidates;

Questions will be set which test the candidate's specific skills and abilities to carry out the job applied for. The candidate's attitude towards children in general must be tested and also their commitment to safeguarding and promoting children's welfare. Any gaps and changes in employment history must be fully explored during the interview, as should any discrepancies arising from the information supplied by the candidate or by the referee,

Offer of Appointment

Any offer of employment will be conditional upon all pre-employment checks being completed satisfactorily. This includes

DBS check, verification of the candidate's medical fitness, verification of relevant professional status and any restrictions which may have been imposed.

All checks will be confirmed in writing, recorded and retained on the candidate's personnel file, together with photocopies of documents used to identify identity and qualifications.

DBS Checks; There are three levels of checks, Standard, Enhanced and Enhanced with Barred checks. DBS checks are available to organisations which work in employments listed in the Exceptions Order (1975) to the Rehabilitation of Offenders Act 1974, as amended by the Protection of Freedom Act 2012.

Standard DBS check – this will reveal any convictions, cautions, reprimands and warnings received.

Enhanced Disclosure – this includes the same as the standard check, plus any additional information held by police that's reasonably considered relevant to the workforce being applied for.

Enhanced Disclosure with Barred list Check – This includes all of the information above, but also identifies whether the person is barred from working with children.

Under DBS regulations, DBS disclosures can usually only be kept for 6 months, but a record should be kept of the date the disclosure was obtained and who by, the level of disclosure and the unique reference number.

DBS Update service; This is a subscription service which allows the applicant to keep their DBS check up to date on line. This allows employees to check a certificate on line without having to make another application. This can be carried out provided that we have the applicant's permission.

Record Keeping;

A record is kept of evidence to show that checks have been carried out in respect of staff, supply staff, volunteers and students.

Satisfactory references are kept on the candidate's personnel file, in the case of supply staff, students and volunteers, in a central record within the organisation (Even if they have been recruited through an agency).

Where information gained from either references or other checks, calls into question the candidate's suitability to work with children, or where the candidate has provided false information in support of the application, the facts should be reported to the Police and DBS.

Induction of staff, students and volunteers;

- The induction of all newly appointed staff includes a planned and structured induction. This begins with an introduction to our child protection policy and procedures. This includes the making them aware of the identity of the DLP, and the role of staff in safeguarding.
- New staff are provided with information about safe practice and given a full explanation of their own role and responsibilities and the standard of conduct and behaviour expected.
- They are also made aware of our personnel procedures relating to disciplinary issues and our whistle-blowing policy.
- They are asked to carry out Safeguarding training on line, as a minimum.

We have a four week review period, during which a new member of staff will not be allowed to carry out regulated activity unsupervised. Once all checks and a DBS check is fully completed, and the induction period satisfactorily carried out, the member of staff will be asked to have a discussion with the manager and DLP in order to discuss how regulated activity can be carried out and the arrangements to ensure that children are fully protected.

Safeguarding controls and supervision will be undertaken by the manager and DLP on a regular basis, and the member of staff will have at least a six monthly appraisal meeting so that any concerns can be discussed.

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)

Secondary legislation; Sexual Offences Act (2003) Criminal Justice and Court Services Act (2000)

Working Together to Safeguard Children, HM Government March 2013.

What to do if you're Worried a Child is Being Abused (HMG 2006)

Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004

1.12 Safeguarding and child Protection Policy - Prevent Duty and Promoting Fundamental British Values.

From the 1st July 2015 all schools, registered early years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” This is duty is known as the *Prevent Duty*.

To achieve the requirements of Prevent Duty, we will;

- Provide appropriate training for staff as soon as possible, and ensure that they fully understand their duties. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- Build children’s resilience by promoting *fundamental British values*, enabling them to develop the courage and confidence to challenge extremist views. The EYFS sets standards for learning, development and care, which are embedded within children’s PSED, Communication development and Understanding the World.
- We will assess the risk, by means of formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of the terrorist ideology. This will begin as we aim to develop respectful and open relationships with parents, using information gathered from registration forms, and our knowledge of families gained from home visits.
- We will ensure staff understand the possible risks so they can respond in an appropriate and proportionate way.
- We will be aware of the online risk of radicalisation through the use of social media and the internet.
- As with managing our safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or may seek to hide their views). The key person approach means we already know our children well and so we will notice any changes in behaviour, demeanour or personality quickly.
- We will not carry out unnecessary intrusion into family life, but we will take action when we observe behaviour of concern. The key person approach means we already have a rapport with our families, so we are well-placed to notice any changes in behaviour, demeanour or personality quickly.
- We will work in partnership with our local LSCB for guidance and support.
- We will assist and advise families who raise concerns with us, in order to be able to signpost appropriate support mechanisms.
- We will ensure that our Designated Lead Practitioner in Safeguarding will undertake Prevent Duty awareness training (as a minimum) so that they can offer advice and support to other members of staff.
- We will ensure that any resources used in the nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.
- Staff will have an on-going and open discussion about their own beliefs around British values, and what they mean to staff, children and families using the setting, ensuring that there is a balance created between celebrating and respecting difference, whilst being aware of the dangers of radicalisation.

“Fundamental British Values”

For further information with regards to how the EYFS can help children and staff understand British Values and The Prevent Duty, please refer to sections Personal, Social and Emotional Development (PSED) and Understanding the World (UTW)

To help understand how this is put into practice on a daily basis at Acorns, a few examples are listed below:

Democracy: Making decisions together: PSED;

Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and opinions, and talk about their feelings. For example, saying when they do or do not need help.

When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

Staff can support the decisions that children make, and provide activities that involve turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are listened to and valued.

Rule of Law: Understanding rules matter: PSED

- Staff can ensure that children understand their own and other's behaviours and its consequences, and to distinguish right from wrong.
- Staff can collaborate with children to create the rules and codes of expected behaviour, for example, to agree the rules about tidying up and ensure all children understand rules apply to everyone.

Individual Liberty: Freedom for all: PSED & UTW

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. For example, allowing children to take risks on an obstacle course, mixing colours, or talking about their experiences and learning.
- Staff should 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, in a small group discuss how they feel about the transition from nursery to school.

Mutual Respect and Tolerance: treat others as you want to be treated: PSED & UTW

- Managers and leaders create an ethos of inclusivity and tolerance where views, faiths, cultures and race are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect their own and other cultures: know about similarities and differences between themselves and other among families, faiths, communities, cultures and traditions and share practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other people's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable:

- Actively promoting intolerance of other faiths, cultures and races/
- Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolating children from the wider community.
- Failure to challenge behaviours (whether this is 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.
- That any child should be treated less favourably than another child, for any reason. All children and families will be treated with unconditional positive regard.

4.14 Lone Working

At Playfit we aim to ensure that no member of the team is left alone working in either a room alone or within the building at any time. However there may be occasions when this isn't always possible due to:

- Toilet breaks
- Lunch cover
- Nappy changes
- Comforting a child that may be unwell in a quiet area
- Following a child's interest, as this may lead staff away with a child to explore an area
- Supporting children in the toilet area that may have had an accident
- The duties some team members have, e.g. management, opening and closing the setting, carrying out cleaning or maintenance at the settings and staff operating outside operating hours.

We always ensure that our staff:child ratios are maintained. It is the responsibility of both the employee and their coordinator to identify the hazards and minimise the risks of working alone. Considerations when deciding on lone working include how lone workers manage with a variety of tasks such as talking to parents and supervising activities whilst maintaining the safety and welfare of children and ensuring that each member of staff required to work alone has the training and/or skills for the role; e.g. paediatric first aid certificate, child protection/safeguarding training and competency and hold a level 3 qualification. Public liability insurance for lone working will be sought where applicable.

Employees/coordinators' responsibilities when left in a room alone include ensuring:

- To complete a risk assessment for staff working alone
- Ratios are maintained
- There is someone to call on in an emergency if required
- The member of staff and children are safeguarded at all times (relating to additional policies as above).

Employee's responsibilities when left in the building alone:

- To make a member of the management aware of when they are working and make plans to check in at their expected time of completion of the work
- To ensure they have access to a telephone at all times in order to call for help if they need it, or for management to check their safety if they are concerned
- Ensure that the building remains locked so no one can walk in unidentified
- Report any concerns for working alone to the management as soon as is practicably possible.

**ALL SAFEGUARDING SUSPICIONS OR DISCLOSURES ARE REPORTED TO THE LEICESTERSHIRE CITY COUNCIL
SAFEGUARDING OFFICER TEL: 0116 454 1004**

5.0 Behaviour Management

Our setting 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.

5.1 Behaviour Management Policy

The setting, 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 the setting 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 the setting. These will be periodically reviewed so that new children have a say in how the rules of the setting operate.
- The setting's 'ground rules' will apply equally to all children and staff and be displayed within the setting.
- Positive behaviour will be reinforced with praise and encouragement. The use of a behaviour chart and points system will be used to encourage a goal for children's behaviour.
- Negative behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to redirect 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.
- Activities will be varied, well planned and structured, so that children are not easily bored or distracted.

5.2 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 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, the following procedure will be applied:

- 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 improve their behaviour and, unless it is judged inappropriate, be able to rejoin the activity.
- If unacceptable behaviour persists, the child or children will be removed from the activity, for a period of time relative to their age. Staff will then discuss with the child or children their negative behaviour, ways in which they can improve it, and potential consequences if it does not improve.

If unacceptable behaviour continues:

- A letter will be sent home explaining the details of the unacceptable behaviour and the potential consequences
- Staff will issue the child with a formal warning. All staff will be made aware of any warnings given to a child
- Warnings will be discussed with the child concerned and their parent/carer. Children will be encouraged to discuss their behaviour, to explain their actions, and helped to develop strategies to avoiding repeat incidents.

In the event of persistent and irresolvable unacceptable behaviour and/or a serious or dangerous incident:

- The child's parent/carer will be contacted immediately and asked to collect their child (even if the child normally signs themselves out).
- The child will be suspended from the setting with immediate effect.
- The setting Co-ordinator will arrange a meeting with the child concerned and their parents/carers to discuss the incident and decide if it possible for them to return to the setting. Details of the meeting will be recorded and all parties asked to sign the record.
- When a suspension is over and before a child is allowed to return to the setting, there will be a discussion between staff, the child and their parent/carer, setting out the conditions of their return.

Details of all warnings, suspensions and exclusions will be recorded and kept on the setting's records.

5.3 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.
- A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children.
- Only the minimum force necessary to prevent injury or damage should be applied. For example, by diverting a child or children by leading them away by a hand or by an arm around their shoulders.
- Staff will use physical intervention as an act of care and control and never punishment. Physical interventions will not be used purely to force a child to do what they have been told and when there is no immediate risk to people or property.
- As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.
- The force of the physical intervention will be always appropriate to the age, size and strength of the child or children involved.
- If staff are not confident about their ability to contain a particular situation or type of behaviour, consideration will be given to calling the Managing Director or, in extreme cases, the police.
- Where a member of staff has had to intervene physically to restrain a child, the Managing Director will be notified and the incident recorded. The incident will be discussed with the parent/carer at the earliest possible opportunity.

If a staff member commits any act of violence or abuse towards a child at the setting, serious disciplinary action will be implemented, according to the provisions of the Staff Disciplinary Procedures.

6.0 Uncollected or Lost Child Policy

Our setting has the highest regard for the safety of the children in our care – from the moment they arrive to the moment that they leave. 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.

6.1 Registration Details

Parents of children starting at the setting are asked to provide specific information which is recorded on our Registration Form, including:

- home address and telephone number - if the parents do not have a telephone, an alternative number must be given;
- place of work, address and telephone number (if applicable);
- mobile telephone number (if applicable);
- names, addresses, telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent; each child must have at least two authorised collectors detailed in the collection of children agreement.
- information about any person who does not have legal access to the child; and
- who has parental responsibility for the child.

6.2 Departure from the setting

- If a child is to be collected by someone other than the parent/carer, this must be indicated to a member of staff and recorded at the start of the session. The adult nominated must be one of those named on the Registration form. Only adults – aged 16 years and over – and with suitable identification, will be authorised to collect children.
- No adult other than those named on the 'Registration Form' will be allowed to leave the setting with a child. In the event that someone else should arrive without prior knowledge, the setting will telephone the parent/carer immediately to seek permission.
- Upon departure, the register will be marked (signature from parent/carer) to show that the child has left the premises. The time of departure will also be recorded.

6.3 Children leaving the setting alone

Permission and arrangements for children leaving the setting alone at the end of the session will be a matter for discussion between the setting Co-ordinator and parents/carers, based on an understanding of a child's age, maturity and previous experience.

- Parents/carers are required to complete a 'Permission to Leave the setting Alone' form to provide written consent for their children to make their own way home at the end of the session. This form must be submitted to the setting before such arrangements are able to commence.
- No Child under the age of 8 will be allowed to leave the setting unaccompanied.

6.4 Uncollected 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 procedures. We provide parents with our contact telephone number. If however, a child is not collected at the end of the session, we undertake the following procedures:

- If the child's collection time is during the day and the child is not collected at the agreed time, then a charge will be made at the hourly rate plus an inconvenience charge.
- If the child's collection time is at the end of the day and at the agreed time the child is not collected, a charge of £6 per child per 15 minute interval will be made.
- A record will be kept of children who are not collected on time. If this becomes a regular occurrence, staff will work with parents/carers to see if there is resolution to the problem. However, if the problem persists a letter will be sent informing the parents/carers that the child's place at the setting is in jeopardy.

If a child remains uncollected beyond 30 minutes at the end of their session and the parents/carers of child remain uncontactable:

- Further attempts will be made to contact the parents or nominated carers. If all attempts fail and the child remains uncollected the Managing Director will be informed and after one hour Social Services will be contacted: Telephone Number 01926 410410 or 01926 886922.
- The child will remain at the setting in the care of two members of staff until the child is safely collected either by the parents/carers or by a social worker.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted will be informed of an uncollected child incident where Social Services have been involved, as this is deemed as a significant event: 0300 1231231

6.5 Lost Child

If a child cannot be found whilst in the care of the setting, or on a trip, the following procedures will be employed:

- A senior member of staff will be alerted, who will investigate the situation.
- Staff may need to be regrouped to allow some staff to commence a search.
- After fifteen minutes the police and parents/careers will be informed.
Leicestershire police: 0116 2222222
- When the situation has been resolved the Managing Director will investigate the incident and write a report. Actions will then be implemented to ensure that such a situation does not arise again.
- Ofsted will be informed of a lost child incident, as this is deemed as a significant event: 0300 1231231)

7.0 Equal Opportunities

Our setting is committed to taking positive and proactive steps to ensure that we provide equal opportunities without discrimination to all children, families and staff.

7.1 Policy Aims

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the diversity of the setting Community and the contributions everyone makes;
- provide positive non-stereotypical information and images related to gender roles, diverse ethnic and cultural groups and people with disabilities;
- continually improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

7.2 Legal Framework

The legal framework for this policy is:

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 1989; and
- Special Educational Needs and Disability Act 2001.

7.3 Policy Objectives

- We advertise our service widely.
- We aim to provide information in clear, concise language, whether in spoken or written form.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background.
- Children with disabilities/additional needs are welcomed at our setting.
- We develop an action plan to ensure that people with disabilities/additional needs can participate successfully in the services offered by the setting and in the curriculum offered.
- We challenge discriminatory behaviour by staff, children or parents.
- We help all children to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities.

7.4 Staff and Recruitment

- All staff recruitment and appointments are carried out in accordance with **Leicestershire County Council's** Equal Opportunities Policy.
- All staff are expected to comply with **the company's** equal opportunities policy.
- Staff are encouraged to undertake training and development opportunities to enable them to develop anti-discriminatory and inclusive practices, which in turn, enable all children to flourish.
- We endeavour to recruit a staff team that reflects the make-up of the setting's local community.

7.5 Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well helping them to value differences of others. We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- recognising that children have different learning styles, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- 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 and celebration;
- creating an environment of mutual respect and tolerance;
- 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.

7.6 Valuing Diversity in Families

- We welcome the diversity of family cultures and lifestyles and work with all families.
- Our setting's admission form offers the opportunity to find out information about each child's background in relation to culture, ethnicity, disability and additional needs.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.

7.7 Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children 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.

7.8 Supporting Children with Learning Difficulties and Disabilities

The setting is committed to the integration of all children in its care. This will be achieved by:

- Whenever possible, children with special educational needs and/or physical disabilities will have access to the same facilities, activities and play opportunities as their peers.
- Assessing each child's specific needs and adapting the setting's facilities, procedures, practices and activities as appropriate.
- Ensuring that children with special educational needs and/or physical disability are fully considered when activities are being planned and prepared.
- Liaising with parents/carers about the needs of their children and the plans and actions of the setting.
- Liaising with other agencies and seeking advice, support and training as is necessary.
- Ensuring that all children are treated with equal concern and respect and are encouraged to take part in all activities.

8.0 Admissions and Fees

Our setting 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.

8.1 Admissions

When a parent/carer contacts the setting 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.

If a suitable place is available the parent/carer and, where possible, the child will be invited to visit the setting 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 Admissions Form (**see Appendix Four**) to confirm their child's place.

Parents/carers will also be encouraged to complete and sign the Emergency Medical Treatment Form (**see Appendix Two**).

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 the setting. At this stage, the provisions of the Settling In policy will come into operation.

8.2 Waiting List

To ensure that admissions to the setting 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, the setting 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 the setting in writing. 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. The setting 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 the setting.
- When a vacancy at the setting 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 Admissions 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.

8.3 Pre School Admissions

We ensure that the existence of the pre-school is widely known within the school and the community. We ensure that information about our preschool is accessible - in written and spoken form and the pre-school web page is updated regularly and accessible to parents. We promote the pre-school's policy and practices that both, fathers and mothers, other relations and other carers including child minders from all cultural, ethnic, religious or social groups with and without disabilities are welcome.

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.

The pre-school is registered to provide a maximum of 20 spaces per session.

We arrange our waiting list in birth order.

In the event of a 'tie-break' the following criteria will be applied:

1. Children Looked After
2. Children who have a statement of Special Educational Needs.
3. Children who demonstrate a particular medical or social reason why they must go to preschool.
4. Those with siblings on roll at St Marys Fields Primary School at the time of the admission.
5. Those with siblings on roll at the pre-school at the time of admission.
6. Children who live nearest the pre-school.

We accept children from the age of 2 years (from their 2nd birthday). Spaces available for 2 year olds are strictly limited to a maximum of 4 at any one time.

Priority for spaces will always be given to the older children attending the setting. We aim to accommodate each child from the date specified on their application form in accordance with spaces available at the time. Parents/carers will be informed of availability during the term before their child is due to start, at which time visits to the pre-school will also be arranged for you and your child. We operate an equal opportunities policy, having regard for the treatment of each individual's needs arising from their gender, special educational needs, disabilities, social background, religion, and ethnicity or from English being a newly acquired additional language. We consult with families about the provision made by the setting, to ensure we accommodate a broad range of family needs.

8.4 Fees

The setting 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 is not cheap and to ensure the continued high standards and sustainability of the setting, it must ask that parents/carers respect its policy in respect of fees.

- The level of fees will be set by the Registered Person and reviewed annually in the light of the setting's financial position, its future strategic plans and any other broader economic or social considerations deemed relevant
- Payment of fees should be made monthly via direct debit, in advance on an agreed day.
- If the fees are not paid on time, the setting will notify the parent/carer in writing and request payment within 7 days.

- The Managing director 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 the setting being forfeited.
- If fees are paid persistently late or not at all with no explanation, the setting will be forced to terminate that child's place. Under exceptional circumstances, the Manager may agree to allow the child to continue attending the setting 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 the setting.

9.0 Staff Disciplinary Procedures

Our setting 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 setting will provide a fair and consistent method of dealing with disciplinary incidents. Our aim is always to support and encourage staff, while promoting good employment relations.

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).
- Staff 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 the setting's 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 the setting's 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 the setting's 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 the setting's 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 Child Protection policy).
- Serious infringement of health and safety rules (for further details refer to the Health and Safety policy).
- Assaulting another person
- Persistent bullying, sexual or racial harassment.
- Being unfit for work through alcohol or illegal drug use.
- Gross negligence that either causes or might cause injury, loss or damage to persons or property.
- Theft, fraud or deliberate falsification of the setting's documents.
- Deliberate damage to setting property.
- Being an unfit person under the terms of the Care Standards Act 2000 or the Children's Act 1989.

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.

9.1 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 Child Protection policy).

If an allegation of abuse has been made against a member of staff, the Manager will follow the procedures of the 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.

9.2 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.

10.0 Complaints Procedure

Our setting is committed to providing a safe, stimulating, consistent and accessible service to children and their parents/carers. We always aim to provide high quality services for everyone, but accept that sometimes things do not always go to plan. In such circumstances, we want to know so that we can put them right and learn from our mistakes.

This policy constitutes the setting's formal Complaints Procedure. It will be displayed on the premises at all times.

Under normal circumstances, the Manager will be responsible for managing complaints. If a complaint is made against the Manager, the Registered Person will conduct the investigation. We keep a written record of all complaints that reach stage 2 or beyond. The complaints file is available for all parents/carers as well as OfSTED inspectors.

Making a complaint:

10.1 Stage One

- Any parent/carer who has a concern about an aspect of the settings provision talks over, first of all, their worries and anxieties with the child's Play-worker or the setting Coordinator.
- Most complaints should be resolved amicably and informally at this stage.

If this does not have a satisfactory outcome, or if the problem recurs:

10.2 Stage Two

- Concerns or complaints should now be put in writing to the setting Co-ordinator and Managing Director.
- The setting Co-ordinator or Managing Director will respond in writing within 14 Days.

Full details of complaints are kept in the complaints file along with the details of any actions and outcomes.

10.3 Stage Three

- If the parent/carer is not happy with the investigation and subsequent actions outlined at stage two, they may request a meeting with the setting Co-ordinator and Managing Director. The parent/carer should have a friend or partner present if required.
- 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. Full details of the complaint and any actions and outcomes will be recorded in the complaints file.

10.4 Making a complaint to OfSTED

Any parent/carer can, at any time, submit a complaint to Ofsted about any aspect of registered childcare provision. Ofsted will consider and investigate all complaints received.

Our OfSTED number, which is unique to PlayFit St Marys setting, should be quoted when contacting OfSTED: EY484656

11.0 Liaising with the school

The setting is committed to providing a consistent and valuable, fun and educational service to children and their parents/carers. We strongly agree that ‘a welcoming atmosphere with approachable staff helps to create effective communication’ (DfES, 2007). As, PlayFit Kids setting is located onsite and within Stonebow Primary School grounds therefore; we will ensure communication is key when involving the needs of children that are placed within our care.

The Early Years Foundation Stage framework document makes it clear that multi-agency working is a key part of the framework that is designed to deliver improved outcomes for all children in their learning and development (DfES, 2007).

It is further suggested that parents, and all practitioners involved in a child’s life have a lot to learn from each other. This can help them to support and extend children’s learning and development. The Early Years Foundation Stage (DfES, 2007) states that through partnerships the experience of the child must be coherent and joined up. Therefore, the importance of joined-up planning and delivery to provide continuity for children who attend more than one setting, for example, children who are cared for by a childminder but also attend a playgroup or nursery class. Multi-agency working is therefore both an essential and an integral part of early years work (DfES, 2007).

Therefore, as it is a statutory requirement to provide consistent evidence of communication and for our Early Learning Journeys for those children that we care for that are aged five and under. The setting will make contact with the school’s Early Years Foundation Stage officer on a monthly basis to discuss planning and Learning Journeys of the children we care for together.

However, multi-agency working is challenging and demanding every agency and profession will have different priorities and demands made upon them. However, it is made clear that all those who work with children and families also should have shared aims and a common purpose; this is that the children are at the centre of all considerations and communication (DfES, 2007). Our setting ensures that the child’s needs are at the centre of all that we do and children have a right to a high quality responsive and flexible service.

Discussions about strategies for moving forward should be open, transparent and inclusive (DfES, 2007). The school and PlayFit Kids setting have a shared agreement that communication needs to be made at various intervals. End of term meetings between the head teacher, directors of PlayFit Kids settings and the PlayFit Kids setting at Stonebow staff will be held to discuss progress, problems and future objectives. In light of this, the Early Years Foundation Stage Framework suggests that meaningful change comes through the development of self-awareness and the development of trusting relationships between colleagues, both within settings and between organisations and the communities they serve (DfES, 2007). We also aim to include the parents and children within evaluating the service that PlayFit Kids settings provides.

It has been agreed by the school and PlayFit Kids settings that it is through the day-to-day interactions in the setting that dilemmas are worked out. Therefore the school office will be informed about activities

taking place within the coming term at the end of each term. Furthermore, weekly emails to office, from the setting Co-ordinator will be sent, with attendance registers and any information which needs to be passed on to the main hub of the school. Likewise, as the Early Years Foundation Stage states 'effective communication means there is a two-way flow of information, knowledge and expertise between parents and practitioners' (DfES, 2007). Therefore, the school aims to contact the setting co-ordinator with information in outside hours of the setting. However, if in the need of emergency updates these will be made via phone call, face to face interaction or early morning emails.

Teachers will also be involved in communication, so they know which of their children attend PlayFit Kids setting. They will be provided with a letter at the start of term, listing the names of children to attend. This is to ensure that those who come to after school sessions are picked up by PlayFit staff or an authorised person.

Together because of this strong communication link, we can have a far deeper understanding of the children we work with and therefore provide higher quality learning experiences for them. This is particularly important for the children we work with who have additional needs or who are deemed to be at risk from significant harm. These children may have a number of professionals involved from health and social care as well as education. It is one only through working together and developing a better understanding of each others' roles and expertise that we can provide a coherent service that genuinely supports the child's and family's needs (DfES, 2007).

12.0 Special Educational Needs

The EYFS General Welfare Requirements state:

‘All providers must have and implement an effective policy about ensuring equality of opportunities and for supporting children with learning difficulties and disabilities.’

(EYFS:DCSF:2008, p.28)

Our setting is committed to include all children in our provision and to work with parents, the adjoining School and other professionals to ensure all children reach their full potential in a positive and caring environment.

This policy is inclusive of all adults within the setting, including staff, parents, students and visitors.

12.1 Admissions

There is no presumption one way or the other to children with SEN. As a quality provider we treat all children as individuals. PlayFit Kids setting has regard to the Disability Discrimination Act 1995 which states that reasonable steps will be taken or reasonable adjustments made in order to ensure the setting is accessible to children with SEN. The registration process requires parents to provide full details of known special educational needs together with any dietary requirements, to ensure adequate staffing/activities/snacks are available.

12.2 Staff

The Setting will have a named SENCO who will liaise with individuals, parents and authorities, we will ensure that staff are relevantly trained to implement our special Educational Needs Policy, which includes SENCO training and other relevant courses i.e. communication courses. Furthermore, every effort will be made by the appointed SENCO to ensure that the setting is accessible to all children and users. Where possible we will include children with SEN into our existing provision with their peers utilising the same staff ratios as laid down in The Children Act (2004). However, where necessary we can provide more individual care and education, and if this cannot be facilitated internally then outside agencies will be approached for assistance. However, parents and carers will be consulted and involved in any decision making. It is also a main feature of this policy for the appointed SENCO of PlayFit Kids setting at Stonebow Primary School to communicate and liaise with the school to ensure the child’s needs are dealt with in a way that mirrors their ongoing care.

12.3 Working with Others

Partnership with parents is a necessity when considering concerns and dealings with children with SEN. Furthermore, liaising with the school in which the Playfit Kids setting is attached to will be most important for the process of full inclusion of children with SEN. With regard to identification and assessment of children with SEN, we will comply with The Code of Practice (2001) by using the graduated response system for identifying, assessing and responding to children’s special educational needs by observing, recording,

talking with parents, school SEN professionals and others as appropriate. This includes 'Individual Education Plans' which are reviewed and updated regularly.

At any stage should a parent or carer have a complaint regarding our SEN provision they may follow our standard Complaints Procedure in the usual way (see 10.0).

12.4 Review of Policy

This policy is reviewed every six months at planned meetings attended by all staff. It will also be reviewed in response to changes in legislation and changes with the company.

13.0 Confidentiality

The setting aims to ensure confidentiality, in everyday practice. However, the settings work with the children may sometimes bring us into contact with confidential information when working alongside child protection and other policies.

Therefore, the steps below will be actioned as a matter of course, to respect confidentiality:

- Parents will have ready access to the files of their own children only.
- Staff will not discuss individual children with anyone but their parent/carer and other staff members when necessary.
- Any concerns about a children personal safety will be kept in their file.
- We will obtain signed permission from parents/carers prior to obtaining video/photographic material of their child.
- The welfare of the child is paramount and it may be necessary for us to pass on confidential information to outside agencies.
- All work experience or volunteers attending the setting will be advised of our confidentiality policy and will be expected to abide by it.

14.0 Nappy Changing

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 whatever their age.

We work with parents towards toilet training at the appropriate age, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We make necessary adjustments to our bathroom provision and hygiene practice 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.

AIMS

The aims of this policy and associated guidance are:

- To safeguard the rights and promote the welfare of children
- To provide guidance and reassurance to staff who are required to change a child's nappy
- To assure parents/carers that staff are knowledgeable about personal care and that their individual concerns are taken into account
- To protect children from discrimination, and ensure inclusion for all

Basic Principles

At Playfit Preschool we will bear in mind the following principles when nappy changing:

- Children have the right to feel safe & secure
- Children will be respected and valued as individuals. Children have a right to privacy/dignity when staff are meeting their needs.
- Children are supported in their understanding of toileting procedures so that they are led to independence.
- We will ensure that all staff are familiar with our Safeguarding Children Policy and Procedures to develop children's resilience and to protect them from any form of abuse.

It is important that children are changed in a reassuring and caring way by their key person or another member of staff they have a close relationship with, and it is important that we signal our intention to change a child's nappy and ask for the child's consent, as appropriate for their development. That means we do not give children the message that just anyone can pick them up, take them off and undress them. Staff should always change children in the nappy-changing areas which allow for privacy but which are not closed off. This is part of making sure we have a culture of openness which safeguards children and ensures all adults follow safe working practices. Working with Parents/Carers We will work with parents when attending to nappy changing routines. Where parents are present, i.e. in the parent and toddler group or during settling in period, they will be

asked to change their own child's nappy. If a child has any disability or medical needs that may affect their personal care routine, a Health Care Plan will be drawn up in agreement with parents/carers. Parents will be asked when their child first starts at the preschool whether or not their child has any special words/actions/particular needs during their nappy changing procedure. Any significant observations made during a nappy changing procedure will be notified to the parents at the end of the session (i.e. badly soiled nappy/strong urine etc.)

Achieving Contenance At Playfit Preschool

We will encourage all of our children to achieve continence when they exhibit signs that they are ready. This will be achieved through modelling, positive praise, working with parents and having high expectations. In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children. Protection for Staff As far as possible, nappy changing procedures will be carried out by the child's Key Person, protection being afforded to the single member of staff in the following ways: Staff will be trained in good working practices which comply with Health and Safety regulations as set out in our Health and Safety Policy under Toilet and Nappy Changing. Staff will inform other Key Workers discreetly that they are taking the child to carry out a care procedure. Each instance of intimate care will be recorded by the adult who undertook the care with details recorded of: what was carried out, who undertook the task, when it happened (time and date). If a situation occurs that causes staff concern, a second member of staff should be called if necessary and the incident reported to the line manager and recorded. Where staff are concerned about a child's actions or comments whilst carrying out the personal care procedure, this should be recorded and discussed with the lead for safeguarding immediately. Risk Assessments will be carried out for Toileting and Nappy Changing procedures. Staff will be trained in the area of Intimate/Personal care for children with specific needs and procedure for safe moving and handling with children using the steps up to the changing area independently, with support if needed.

Nappy Changing Procedure

We will follow the Nappy changing Procedure below:

- Gather all the necessary items needed before each nappy change, for example, nappy, wipes, nappy sack, cream if necessary (where cream is used the child should have their own named cream and written permission obtained from the parent).
- Wash and dry your hands.
- Put on gloves and an apron.
- You should use a new set of gloves and apron for each nappy change.
- Approach the child and say or sign that it's time for a nappy change.
- Support the child on to the nappy changing unit.
- Remove the child's clothing to access the nappy.
- Remove the nappy and place it inside the nappy sack.
- If the child's clothes are soiled, they should be bagged separately and sent home, they should not be rinsed by hand.
- Using the wipes, clean the child from front to back and place the used wipes in the nappy sack. Tie the nappy sack and put it in the bin provided.

- Put on a clean nappy and apply cream if necessary (see above).
- Take off the gloves and apron and place them in a bin.
- Dress the child.
- Always help the child to wash their hands using liquid soap, warm water and paper towels.
- Wash your hands using liquid soap, warm water and paper towels.
- Take the child back to the room.
- Return to the nappy changing area, clean the changing mat, surrounding area and underneath the mat before leaving to dry. Then wash and dry your hands.

15.0 Special Educational Needs

SEN Support When a child has been identified as having a special educational needs it is the responsibility of all staff to identify a child's needs and to begin, through liaising with colleagues, parents/carers and the site senco to provide planned support specific to the child.

A child may cause concern if he/she is:

- Making little or no progress even where teaching approaches have been personalised
- Continues working at levels significantly below those expected for children of a similar age in certain areas
- Presents persistent emotional and/or behavioural difficulties
- Has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties and require specific individual interventions in order to access learning.

Intervention

If staff, in consultation with parents/carers, decide that a child needs further support to help them progress, they should then seek the help of the Early Years SENCO. The Early Years SENCO, with colleagues, will then collect all known information about the child and if needed seek help from external professionals, with the agreement of the parents.

These external professionals may include health service, social services and educational psychologists. Intervention The SEN Code of Practice describes the concerns that would lead to SEN support being considered.

- The child: makes little or no progress even when teaching approaches are targeted to improve
- the child's identified area/s of weakness continues working at a level significantly below those expected in certain areas for children of a similar age SENCO (KH/AL) Early Years Policy 2016 4

- presents persistent emotional and/or behavioural difficulties which are not reduced by behaviour management techniques usually employed has sensory or physical difficulties and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties and requires specific individual interventions in order to access learning.

Arrangements

When an area of weakness has been identified then the Key Worker is responsible for making arrangements. Key Workers should:

- Share views, ideas and information about the child with other members of staff
- Complete detailed observations
- Raise concerns with parents/carers
- Agree actions. The Early Years SENCO and the child's Teacher, in consultation with parents, will then put into place the following procedures:

Procedures

Assess, Plan, Do & Review.

Playfit Kids Clubs models its approach on the guidelines given in the SEND Code of Practice: 0 to 25 Years (2014). This is a graduated approach in the form of a four part cycle; Assess, Plan, Do & Review.

i) Assess: Once a child has been identified as needing SEN support:

- The key worker, with the SENCO, will carry out a clear analysis of the child's needs.
- Expression of concern forms will be used to collate information from all staff with concerns.
- This analysis will draw on the key worker's assessment and the child's previous progress and attainment and behaviour.
- A comparison will be made as to the child's development related to that of his/her peers.
- The views and experiences of the child's parents will also be taken into account when assessing the child's needs.
- Advice will be sought from external agencies where relevant.
- Assessment to be reviewed regularly.

ii) Plan:

Once it has been decided to give a child SEN support parents will be formally notified and invited in for a meeting with the Teacher and the SENCO. Adjustments, interventions and support will then be put in place. At this stage of the cycle all teachers and support staff will be made aware of child's needs, the expected outcomes, the support required and any strategies or approaches to be used. The parents will be made fully aware of the planned support and interventions.

iii) Do:

- Teachers will be responsible for working with the child on a daily basis, working closely with the support of the SENCO.

iv) Review: Support and interventions will be reviewed termly in discussion with the teacher, SENCO and parents. Interventions will be evaluated and support revised in light of the child's progress and development.

The arrangements put in place might include:

- The use of different learning materials or special equipment
- Some individual or group support or staff development and training to introduce more effective strategies.

The strategies to be used will be recorded in the form of an Individual Education Plan (IEP). This will include information about:

- The short term targets set for the child
- The provision to be put in place
- When the plan is to be reviewed
- The outcome of the action taken

The IEP will focus on three or four key targets and will be discussed with the parents.

The IEP's will be reviewed regularly, at least once a term, and the aim is to consult parents as part of the review process. It is also important that throughout the process regular monitoring by the Key Worker takes place, to ensure that the support is effective.

If at any of these reviews it is agreed that the child is now making adequate progress the child will be taken off SEN Support, but staff will continue to be closely monitored to ensure progress continues.

Adequate progress can be defined in several ways, where:

- The child closes the attainment gap between the child and his/her peers
- The child's progress is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- The child's progress matches/betters his/her previous rate of progress
- The child demonstrates an improvement in self-help, social or personal skills
- The child demonstrates improvement in behaviour

Outside Agencies

Outside agencies may need to be consulted if a child requires help beyond the expertise of the staff. These agencies may: provide specialist assessments, give advice on the use of new or specialist strategies/materials or provide support for particular activities.

Guidance on when external agencies may be approached.

Help will be sought from outside agencies if it appears that the child continues to:

- Make little/no progress in specific areas
- Work at an early years stage substantially below that expected of children of a similar age
- Show emotional/behavioural difficulties which interfere with the child's own learning or that of a group, despite having an individualised behaviour management programme
- Have sensory/physical needs and requires additional equipment or regular visits

It may be necessary at this point to consider an Education Health Care Plan and, using an Educational Psychologist.

In Early Years the Early Years SENCO will have responsibility for:

- Liaising with colleagues where a child raises a cause for concern
- Ensuring liaison with parents and other professionals, along with colleagues, of a child with special educational needs.
- Advising and supporting colleagues
- Ensuring that relevant background information about individual children with special educational needs are collected, recorded and updated.
- To help plan future support for the child in discussion with colleagues
- Ensure appropriate Individual Educational Plans are in place
- Ensure appropriate records are kept including a record of children on SEN Support

APPENDIX 'A'

Recognising Child Abuse

Child abuse manifests itself in a variety of different ways, some overt and others much less so. All staff have child protection training and will be vigilant to signs and evidence of physical, sexual and emotional abuse or neglect.

Physical Abuse: This involves hitting, shaking, throwing, burning, suffocating or any other physical harm. Deliberately causing a child's ill health also constitutes physical abuse.

Sexual Abuse: This involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. Showing children pornographic materials, sexual activities, or encouraging children to behave in sexually inappropriate ways also constitutes sexual abuse.

Emotional abuse: Varying degrees of emotional abuse is present in virtually all child protection incidents, but can also constitute abuse in its own right. Emotional abuse involves persistent or severe emotional ill-treatment or torture causing, or likely to cause, severe adverse effects on the emotional stability of a child. Such behaviour may involve conveying to a child that they are worthless, unloved, or inadequate, or making them feel unnecessarily frightened or vulnerable.

Neglect: Neglect is the persistent failure to meet a child's basic physical, emotional or psychological needs, such as is likely to have a severe impact on their health, development or emotional stability. Neglect may involve failing to provide adequate food, shelter or clothing for a child, or failing to adequately protect them from physical harm or ill health. Neglect can also manifest itself in a failure to meet the basic emotional needs of a child.