

# POLICIES and PROCEDURES

PRESCHOOL, NURSERY'S, OUT OF SCHOOL & HOLIDAY CLUBS

September 2024





**S4YC POLICY AND PROCEDURE CONTENTS**

<b>POLICY</b>	<b>PAGE</b>
<b>Mission Statement</b>	<b>5 – 6</b>
<b>Child Protection</b>	
Safeguarding Policy	7 - 18
Uncollected Child	19 - 20
Missing Children	21 - 23
Online Safety, mobile devices, and cameras	24 - 28
Looked after children (LAC)	29 - 31
Whistleblowing	32 - 33
Recording Group concerns	34 - 35
Arrivals and Departures	36 - 38
<b>Suitable People</b>	
Employment	39 - 40
Student placements	41
Childcare Disqualifications regulations	42
<b>Staff Qualifications, Training, Support, and skills</b>	
Staff Induction and training	43 - 44
Staff Disciplinary	45 - 49
<b>Key Person</b>	
The role of the Key person	50 - 51
Early Years Foundation Stage	52 - 54
Settling In	55 - 56
Play policy	57 - 58
Transition policy	59 - 62
Progress Check Age 2	63 - 64
<b>Staff: Child Ratios</b>	
Staffing (Group Provision)	65 - 66
<b>Health</b>	
First Aid	67 - 68
Administering Medication (revised November 2024)	69 – 72
Managing Children who are sick, infectious or with allergies	73 - 75
Allergy and Anaphylactic	76 - 77
Recording and reporting of Accidents and Incidents	78 - 80
Intimate Care	81 - 85
Nappy changing	86 - 88
Healthy Eating / Food and Drink	89 - 91
Food Hygiene	92 - 93
Breastfeeding	94
Bottle feeding and sterilizing	95 - 96
Weaning	97 - 98
Safe sleep	99 - 100

**Managing Behaviour**

Promoting Positive Behaviour	101 - 105
Behaviour management for babies and toddlers	106 - 107
Biting	108 - 109
Anti-bullying	110 - 111
Exclusion and Suspension	112 - 113

**Safety and suitability of premises, environment, and equipment**

Health and safety general standards	114 - 117
Maintaining children's safety and security on premises	118
Supervision of children on Outings	119 - 120
Risk assessment	121 - 123
Fire safety and emergency evacuation	124 - 126
Emergency Evacuation, Lockdown and Closure Procedure	127 - 130
Animals in the setting	131
No smoking, alcohol, and drugs	132 - 133
Staff personal safety including home visits	134 - 135
Lone working	136 - 137
Environmental	138
Pest Control	139 - 141

**Equal Opportunities**

Valuing Diversity and promoting inclusion and equality	142 - 145
Supporting children with SEN	146 - 147
British Values	148 - 149
Spiritual, Moral, Social and Cultural values	150 - 151
Involving and consulting children	152

**Information and records**

Privacy Notice	153 - 155
Admissions	156 - 158
Parental involvement	159 - 160
Storage of children's records	161 - 162
Storage of provider records	163
Transfer of records to school	164 - 165
Confidentiality and client access to records	166 - 168
Information sharing	169 - 172
Working in partnerships with other agencies	173
Complaints	174 - 175

**COVID 19**

COVID 19 Policy	176 - 181
COVID Visitor Policy	182 - 183

## **MISSION STATEMENT**

S4YC aims to provide high quality childcare at a reasonable cost within a relaxed but stimulating environment of friendship and creativity. The individuality of each child in our care will be respected and nurtured in a safe, secure, and fun environment for children to learn and develop. At S4YC we specialise in childcare, preschool, nurseries, and sports education. We strive to create activities based on each child's interests and their stage of development enabling each child to reach their full potential. We are passionate about helping children realise their capabilities, by providing enabling environments and fantastic opportunities to develop new skills throughout their childhood and into their adult life.

As an Ofsted Outstanding Early Years Provider, S4YC provide a wide range of fun activities and sports coaching. Programmes run during school, after school and during school holidays for children of all ages. Our nurseries are open all year round for children aged 0-5.

We pride ourselves on our professional approach and are passionate about delivering leading childcare and out of school sports activity clubs.

### **Our Aims**

Our main aim at S4YC is to facilitate children's play and education alongside a range of fun activities (age and development appropriate) in a safe, secure, and welcoming environment.

We believe that every child matters and that their voices should be heard. We endeavour to offer a service that is tailored to their requirements. We facilitate children's play and education through a range of exciting activities and work in close partnership with schools to improve the availability of childcare for working parents.

At S4YC we are committed to meeting the physical and social needs of the children in our care from their first day at nursery/preschool to their final days as a junior, through activities that differ from those that occur within the school day.

Our team of dedicated education professionals actively promote good working relationships between schools, parents, children, and staff encouraging positive outcomes for children of all ethnic origins, religions, cultures, linguistic backgrounds, and abilities ensuring that they feel valued and respected.

### **Aims and objectives**

S4YC aims to:

- Offer an inclusive service, accessible to all children in the community
- Ensure each child feels happy, safe, and secure, allowing them to learn and develop freely in a play centred environment
- Encourage children to take responsibility for themselves and their actions
- Encourage children to develop positive attitudes and respect for themselves and others, in an environment free from bullying and discrimination
- Provide a wide range of resources and equipment which can be used under safe and supervised conditions

- Offer a programme of activities which meets the needs of each child, promoting their physical, intellectual, emotional, and social development, enabling them to become confident, independent, and co-operative individuals
- Work in partnership with parents/carers to provide high quality activities and childcare
- Review and evaluate our services to ensure that we continue to meet the needs of children in our care and those of their parents or carers
- Keep parents and carers informed of any changes in the administration of the settings, listening and responding to their views and concerns
- Communicate effectively with parents and carers, and to discuss experiences, progress and any difficulties that may arise
- Employ experienced, well trained staff and offer them appropriate support
- Comply with the Children's Act 1989, the Childcare Act 2006, and all other relevant legislation
- Work in partnership with Cheshire West & Chester City County Council, Cheshire East County Council, Wirral Borough Council and Flintshire council Wales

## **SAFEGUARDING CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS**

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

Settings will respond promptly and appropriately to all incidents or concerns of abuse that may occur. The company's child protection procedures comply with all relevant legislation and with guidance issued by the individual settings local safeguarding authority.

The Companies designated Senior Safeguarding Lead is David James. All aspects regarding safeguarding must be reported to David James and, in his absence, Marc Sewell is the Deputy Senior Safeguarding Lead. The Senior Safeguarding Lead coordinates child protection issues and liaises with external agencies (e.g. Social Care, the SCP and Ofsted). If the manager is not able to get in contact with either David James or Marc Sewell then they are to report it to of the senior leadership management team members, of which are L3 Safeguarding trained.

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

S4YC ensures that:

- The designated safeguarding lead, designated manager has relevant links with statutory and voluntary organisations regarding safeguarding.
- The designated safeguarding lead and all setting designated managers understand Local Safeguarding Partners (LSPs,) safeguarding procedures, attends relevant LSPs training at least every two years and refreshes their knowledge of safeguarding at least annually.
- All staff are trained to understand our safeguarding policies and procedures and that parents/carers are made aware of them too.
- All staff understand that safeguarding is their responsibility.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social care team or the NSPCC. They receive updates on safeguarding at least annually or with any government / OFSTED / ESTYN changes.
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2022) and can identify those children and families who maybe in need of early help and enable them to access it.
- All staff understand the thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm, according to the setting local authority LSP safeguarding 'Continuum of Need Framework' which outlines the thresholds for intervention following assessment of a child's needs. Children can move across the continuum depending upon their needs and risks at any point in time. The framework enables practitioners to respond to an individual child's needs within a multi-agency framework that helps to meet those needs and when required reduce

identified risks of significant harm. S4YC Wirral settings will refer to Wirral Safeguarding Children Partnership (WSCP) following the 'Thresholds of Need' Pyramid, S4YC Wales settings will refer to North Wales Safeguarding Board Social Services, S4YC Cheshire East settings will refer to Cheshire East Safeguarding partnership (CESCP) following the 'Meeting children & young people's need in Cheshire East', S4YC Halton settings will refer to Halton Children and Young People Safeguarding Partnership 'Level of Need Framework'

- All staff understand their responsibilities under the General Data Protection Regulation and the Data Protection Act 2018, and understand relevant safeguarding legislation, statutory requirements and local safeguarding partnership requirements and ensure that any information they may share about parents/carers and their children with other agencies is shared appropriately and lawfully.
- We support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.
- We share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns.
- We are transparent about how we lawfully process data.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of cameras and mobile phones), and whistleblowing.
- Early Years Children have a key person to build a relationship with, and are supported to articulate any worries, concerns, or complaints that they may have in an age appropriate way.
- Children who access our wrap around care age 5 to 11 can build relationships with the setting manager and their staff.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
- Volunteers must:
  - Be aged 17 or over.
  - Be considered competent and responsible.
  - Receive a robust induction and regular supervisory meetings.
  - Be familiar with all the settings policies and procedures.



- Be fully checked for suitability if they are to have unsupervised access to the children at any time.
- Information is recorded regarding staff qualifications, and that identity checks and vetting processes that have been completed including:
  - The criminal records disclosure reference number.
  - Certificate of good conduct or equivalent where a UK DBS check is not appropriate.
  - The date the disclosure was obtained; and details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- From 31 August 2018, staff and volunteers in childcare settings that are not based on domestic premises are *not* required to notify their line manager if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children.
- Staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly.
- In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour [outlined in the employee handbook].
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- Procedures are in place to record the details of visitors to the setting using the companies iPAL system.
- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us on setting devices, also for EYFS progress in OOSC – floor books and online (Facebook) having obtained parental/carers permission. Staff do not use personal cameras or filming equipment to record images.
- Personal mobile phones are not used where children are present. They are kept in a secure box or stored safely in the settings staff room.
- The designated person in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- The designated Lead will support the designated person to undertake their role adequately and offer advice, guidance, supervision, and support.

- The designated person will inform the designated lead within one hour of every significant safeguarding concern; however, this should not delay any referrals being made to children's social care, or where appropriate, the LADO, Ofsted, CIW, ESTYN or RIDDOR.

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

### **Responding to suspicions of abuse**

- We acknowledge that abuse of children can take different forms - physical, emotional, sexual and domestic as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual, domestic or emotional abuse, or experiencing neglect, this may be demonstrated through:
  - Significant changes in their behaviour.
  - Deterioration in their general well-being.
  - Their comments which may give cause for concern, or the things they say (direct or indirect disclosure).
  - Changes in their appearance, their behaviour, or their play.
  - Unexplained bruising, marks or signs of possible abuse or neglect; and
  - Any reason to suspect neglect or abuse outside the setting.
- We understand how to identify children who may need early help and how to access services for them
- We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition to local authority children's social work services
- We understand that we should refer any child who may be at risk of significant harm to local authority safeguarding board.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
- We are prepared to act if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated manager will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated manager has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSPs procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.
- We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse

linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation (FGM) and radicalisation or extremism.

- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSPs procedures on responding to radicalisation.
- The designated manager completes online Channel training, online Prevent training, and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- We are aware of the mandatory duty that applies to teachers, and health workers to report cases of FGM to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour-based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- If we become concerned that a child may be a victim of modern slavery or human trafficking, we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children's social work service and/or police.
- We will be alert to the threat's children may face from outside their families, such as that posed by organised crime groups such as county lines and child sexual exploitation, online use and from within peer groups and the wider community.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection and child in need concerns and follow the local procedures as published by the local safeguarding partners.
- Where such indicators are apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is the designated person. The information is stored on the child's personal file.
- If a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral, they must follow escalation procedures.
- We refer concerns about children's welfare to the local authority team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police, or another agency identified by the local safeguarding partners.
- We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees, or young parents. Where abuse or neglect is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age appropriate way, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a

child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

- All staff are also aware that adults can also be vulnerable and know how to refer adults who need community care services.
- All staff know that they can contact the NSPCC whistleblowing helpline if they feel that our organisation and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.
- We have a whistleblowing policy in place.
- Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing dilemmas.

### **Recording suspicions of abuse and disclosures**

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
  - Listens to the child, offers reassurance, and gives assurance that she or he will take action.
  - Does not question the child, although it is OK to ask questions for the purposes of clarification.
  - Makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The member of staff acting as the designated manager is informed of the issue at the earliest opportunity, and always within one working day. If appropriate the designated safeguarding lead David James is informed within one hour of the designated manager being informed.

### **Making a referral to the local authority**

- The Senior Safeguarding Lead will contact the Duty Family Intervention Worker/social worker for advice if they are unsure if there is a need to make a referral.
- When making a referral they will contact the local authority safeguarding referral team
- The Senior Safeguarding Lead will follow up all referrals to the local authority safeguarding team completing the appropriate forms online within 24 hours.
- If a member of staff thinks that the incident has not been dealt with properly, they may contact the local authority safeguarding team.

Most concerns can be addressed before they escalate by recognising and assessing needs at the earliest opportunity and identifying how children and families can be supported, including the services that are best placed to help. The local authority safeguarding team is the single front door for access to all Children's Social Care services and advice, and new referrals to early help. An

assessment using the Team Around the Family (TAF) is used to coordinate early help and support for children and families and can be led by any organisation working with the Child or family.

For referrals in local authority areas that S4YC have settings please contact the following for advice:

Cheshire West and Chester (IART) 01244 977277 or social workers 0151 337 6303

Cheshire East Consultation Service (ChECS) on 0300 123 5012 (option 3) this is their integrated front door.

Wirral Safeguarding Children Partnership – Wirral Integrated Front Door 0151 606 2008 9am – 5pm or outside these hours 0151 6776557

North Wales Safeguarding Board – Duty Social Worker, Duty Assessment Team, Social Services for Children 01352 701000, or outside hours 03450533116

Halton Safeguarding partnership - Integrated Contact and Referral Team – 0151 90-7 8305 9am – 5pm or outside these hours call the Emergency Duty Team on 0345 0500 148

Guidance may differ slightly to that of IART in Cheshire West and Chester therefore please follow guidelines set out on the websites below:

Cheshire West and Chester – [www.cheshirewestscp.co.uk](http://www.cheshirewestscp.co.uk)

Cheshire East – [www.cheshireeastscb.org.uk](http://www.cheshireeastscb.org.uk)

Wirral – [www.wirralsafeguarding.co.uk](http://www.wirralsafeguarding.co.uk)

North Wales – [www.northwalessafeguardingboard.wales](http://www.northwalessafeguardingboard.wales) or for referral [ChildProtectionReferral@flintshire.gov.uk](mailto:ChildProtectionReferral@flintshire.gov.uk)

Halton – [www.haltonsafeguarding.co.uk](http://www.haltonsafeguarding.co.uk)

### **Escalation process**

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSPs escalation process.
- We will ensure that staff are aware of how to escalate concerns.
- We will follow local procedures published by safeguarding partners to resolve professional disputes.

### **Informing parents**

- Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events, unless it is felt that this may put the child or other person at risk may interfere with the course of a police investigation, may unduly delay the referral, or unless it is otherwise unreasonable to seek consent. Advice will be sought from social care (IART, ChECS, WSCP, Flintshire Social Services, HCYPSP), or in some circumstances police, where necessary.
- Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care (IART, ChECS, WSCP, Flintshire Social Services, ICART), parents are informed at the same time that the referral will be made, except where the procedures of the local safeguarding partners does not allow this, for example, where it is believed that the child may be placed at risk.
- This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.

- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should consider seeking advice from IART children's social care, ChECS, WSCP, ICART or Flintshire Social Services dependent on the area the setting is located, about whether or not to advise parents beforehand, and should record and follow the advice given.

#### **Liaison with other agencies and multi-agency working**

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

#### **Allegations against staff and persons in position of trust**

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone working on the premises occupied by the setting, which may include an allegation of abuse.
- We ensure that all staff volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.
- We differentiate between allegations, and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
  - inappropriate sexual comments
  - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images
- We will recognise and respond to allegations that a person who works with children has:
  - behaved in a way that has harmed a child, or may have harmed a child
  - possibly committed a criminal offence against or related to a child
  - behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the

setting, may have taken, or is taking place, by first recording the details of any such alleged incident.

- We refer any such complaint immediately to a senior manager within the organisation and the Local Authority Designated Officer (LADO) as necessary to investigate and/or offer advice:

They would follow the LADO procedure following the link below for their local authority.

#### **Cheshire West and Chester**

[Professionals - Cheshire West and Chester Safeguarding Children Partnership \(cheshirewestscp.co.uk\)](https://cheshirewestscp.co.uk)

In this area you would report a concern to the Integrated Access and Referral Team (i-ART.)

[MARF Form \(cheshirewestandchester.gov.uk\)](https://cheshirewestandchester.gov.uk)

LADO (Local Authority Designated Officer): Cheshire 0151 337 4570

#### **Halton**

[Halton Safeguarding | Halton Safeguarding Boards covering Runcorn & Widnes](https://haltonsafeguarding.co.uk)

In this area you would report a concern to the Integrated Contact and Referral Team (iCART)

[What should I do if I think a child is being abused? | HALTON CHILDREN AND YOUNG PEOPLE SAFEGUARDING PARTNERSHIP \(haltonsafeguarding.co.uk\)](https://haltonsafeguarding.co.uk)

Halton 0151 511 5303

#### **Cheshire East**

[Cheshire East Safeguarding Children's Partnership \(CESCP\)](https://cheshireeastscscp.co.uk)

In this area you would report a concern to the Cheshire and East Consultation Service (ChECS)

[The Cheshire East Consultation Service \(ChECS\)](https://cheshireeastscscp.co.uk)

Cheshire East 01606 288930

#### **Wirral**

[Welcome to the Wirral Safeguarding Children Partnership - Wirral Safeguarding Children Partnership](https://wirralsafeguarding.co.uk)

In this area you would report a concern to the Wirral Integrated Front Door

[Concerned about a child - Wirral Safeguarding Children Partnership](https://wirralsafeguarding.co.uk)

Wirral 0151 666 4582

#### **Flintshire**

[Safeguarding \(flintshire.gov.uk\)](https://flintshire.gov.uk)

In this area you would report a concern to the Duty Social Worker, Duty and Assessment Team

[Child Protection \(flintshire.gov.uk\)](https://flintshire.gov.uk)

Social Services Flintshire 01352 704966

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

suspension for the duration of the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

### **Disciplinary action**

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

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

### **Training**

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and symptoms of physical, emotional, sexual abuse (including child sexual exploitation), domestic abuse and neglect and that they are aware of the local authority guidelines for making referrals. Training opportunities should also cover extra familial threats such as online risks, radicalisation, grooming and how to identify and respond to families who maybe in need of early help, and organisational safeguarding procedures.
- Designated persons receive appropriate training, as recommended by the local safeguarding partners, every two years and refresh their knowledge and skills at least annually.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via emails, newsletters and discussions during staff meetings. Staff also to complete online safeguarding training every 2 years.
- Staff are asked questions regularly with regards to safeguarding scenarios to establish that they are aware of what procedure to follow.

### **Planning**

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

### **Curriculum**

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

### **Confidentiality**

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the local safeguarding partners and in line with the GDPR, Data Protection Act 2018, and Working Together 2018.



### **Support to families**

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

### **Contact numbers and emails**

S4YC David James 077347 05559 / Marc Sewell 07814 389469 ([info@s4yc.co.uk](mailto:info@s4yc.co.uk))

#### **Cheshire West and Chester safeguarding children partnership**

Integrated Access and Referral Team - 0300 123 7047 / 01244 973400

8.30am - 5pm Monday – Thursday (8.30am – 4:30pm Friday)

Emergency Duty Service (Out of hours):

01244 977277 8.30am to 5pm, Monday – Thursday (4:30pm to 8.30am Friday) and 24 hours throughout the weekend and Bank Holidays 01244 977277

[www.cheshirewestscp.co.uk](http://www.cheshirewestscp.co.uk)

To make a referral [i-ART@cheshirewestandchester.gcsx.gov](mailto:i-ART@cheshirewestandchester.gcsx.gov) (secure email)

Cheshire West and Chester LADO (Local Authority Designated Officer) 0151 3374570

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

Cheshire Police 0845 458 0000/01244 350000

#### **Wirral Safeguarding children partnership (WSCP)**

Wirral Integrated Front Door – 0151 606 2008 9am to 5pm, Monday to Friday,

Emergency Duty Service (Out of hours) contact 0151 677 6557

[www.wirralsafeguarding.co.uk](http://www.wirralsafeguarding.co.uk)

Wirral LADO (Local Authority Safeguarding Officer) 0151 606 4442

[www.wirralsafeguarding.co.uk/professionals/lado-allegations](http://www.wirralsafeguarding.co.uk/professionals/lado-allegations)

Designated officer – [anneking1@wirral.gov.uk](mailto:anneking1@wirral.gov.uk) or [kerrywilliams@wirral.gov.uk](mailto:kerrywilliams@wirral.gov.uk)

#### **North Wales Safeguarding board**

Duty Social Worker at Flintshire County Council.

The Duty Social Worker, Duty and Assessment Team, Flintshire County Council, Social Services for Children, County Offices, Chapel Street, Flint, CH6 5BD.

01352 701000. Out of hours number 0845 0533116.

[www.northwalessafeguardingboard.wales](http://www.northwalessafeguardingboard.wales)

[ChildProtectionReferral@flintshire.gov.uk](mailto:ChildProtectionReferral@flintshire.gov.uk)

**Cheshire East Safeguarding Children's partnership (CESCP)**

Cheshire East Integrated Front door – (8.30am to 5pm option 3) Cheshire East Consultation Service (ChECS) 03001235012

Out of hours 03001235022

[CESCP@cheshireeast.gov.uk](mailto:CESCP@cheshireeast.gov.uk)

[www.cheshireeastlscb.org.uk](http://www.cheshireeastlscb.org.uk)

**Halton Children and Young People Safeguarding Partnership (HCYPSP)**

0151 907 8305 (Office Hours Mon-Thurs, 9am – 5pm, 9am – 4.30pm Fri)

0345 050 0148 (Outside Office Hours and throughout Weekends)

Cheshire Police 101 (non-emergency) 999 (emergency)

[www.hcypsp.haltonsafeguarding.co.uk/parents-and-carers](http://www.hcypsp.haltonsafeguarding.co.uk/parents-and-carers)

Ofsted: 0300 1231231

EYSTN: 02920 446446

NSPCC: 0808 800 500

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

Anti-terrorist hotline: 0800 789 321

Cheshire Police 24 hour

Tel: 0845 458 0000 (non-emergency) Always contact 999 in an emergency

## **UNCOLLECTED CHILD**

### **Policy statement**

S4YC will ensure that all children are collected by a parent or carer at the end of each session. If a child is not collected by an authorised adult by their expected collection time and the parent or carer has not notified the setting that they will be delayed, we will put into practice agreed procedures. The child will receive a high standard of care to cause as little distress as possible.

**We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.**

### Procedures

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our iPAL Registration Form:
  - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
  - Place of work, address, and telephone number (if applicable).
  - Mobile telephone number (if applicable).
  - Names, addresses, telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
  - Who has parental responsibility for the child?
  - Information about any person who does not have legal access to the child.
  - On occasions when parents are aware that they will not be at home or in their usual place of work, they inform the setting in writing of how they can be contacted in advance or verbally to the manager who will record the discussion on a record of contact and inform all members of staff.
  - On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide the setting with written details of the name, address and telephone number of the person who will be collecting their child. The setting agrees with parents how to verify the identity of the person who is to collect their child.
  - Parents are informed that if they are not able to collect the child as planned, they must inform the setting so that they can begin to take back-up measures. The person collecting a child from OOSC should have an iPAL password to sign the child out.

If a child is not collected at their expected collection time, S4YC settings follow the procedures below:

### **Up to 15 minutes late**

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

**Over 15 minutes late**

- The child’s file is checked for any information about changes to the normal collection routines. Staff are able to add or refer to a comment on the note section on iPAL that relates to any changes to collection or pick up.
- If no information is available, parents/carers are contacted at home or at work using the details on file.
- If there is no response from the parent or carer, messages will be left requesting that they contact the setting immediately. The manager will then try to contact the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the Registration Form.
- All reasonable attempts are made to contact the parents or nominated carers.
- While waiting to be collected, the child will be supervised by a least two members of staff.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- When the parent or carer arrives, they will be reminded that they must call the setting to notify us if they are delayed, and that penalty fees will have to be charged (except in exceptional circumstances).

**Over 30 minutes late**

- If no-one collects the child within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, we apply the procedures for uncollected children.
- If we have any cause to believe the child has been abandoned, we contact the local authority children’s social care partnership team:  
If the children’s social care partnership team is unavailable, we will contact the local police  
\_\_\_\_\_ (name & phone number)
- Or the out of hours duty officer (where applicable):  
\_\_\_\_\_ (name & phone number)
- After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.
- The child stays at the setting in the care of two of our fully-vetted workers, one of whom will be our manager or deputy manager until the child is safely collected either by the parents or by a social care worker, or by another person specified by social care.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
- We ensure that the child is not anxious, and we do not discuss our concerns in front of them.
- A full written report of the incident is recorded in the child’s file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked.
- Ofsted or EYSTN may be informed:  
Ofsted - 0300 123 1231                      ESTYN – 029 2044 6446                      \_\_\_\_\_ (telephone number)

## **MISSING CHILD**

### **Policy statement**

Children's safety is our highest priority, both on and off the premises. Every attempt is made, to ensure the security of children is always maintained. At S4YC, our staff are always alert to the possibility that a child/ren can go missing during a session. To minimise the risk of this happening staff will carry out periodic head counts, particularly when transitioning children between locations (e.g. walking from the school to the setting for Out of School club). In the unlikely event of a child going missing, our missing child procedure is followed.

### **Procedures**

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

- As soon as it is noticed that a child is missing, the child's key person or the relevant member of staff alerts the setting manager.
- The register is checked to make sure no other child has also gone astray.
- All staff are informed that a child is missing
- Our manager carries out a thorough search of the premises and the surrounding area.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, our manager calls the police immediately (within 15 minutes) and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.
- The parent(s) are then called and informed.
- A recent photo and a note of what the child is wearing is given to the police.
- Our manager talks to our staff to find out when and where the child was last seen and records this.
- Staff will continue to search for the child whilst waiting for the police and parents to arrive.
- We will maintain as normal a routine as possible for the rest of the children at the setting making sure that adult / child ratios are maintained as much as possible.
- Our manager contacts our director or compliance manager and reports the incident. Our director or compliance manager comes to the provision immediately to carry out an investigation, with our management team.

### **Child going missing on an outing**

This describes what to do when our staff take a small group on an outing, leaving our manager and/or other staff back in our setting premises. If our manager has accompanied children on the outing, the procedures are adjusted accordingly. What to do when a child goes missing from a whole group outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, the staff members on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray.
- One staff member searches the immediate vicinity but does not search beyond that.

- Our senior staff member on the outing contacts the police and reports that child as missing.
- Our manager is contacted immediately (if not on the outing) and the incident is recorded.
- Our manager contacts the parent(s).
- Our staff take the remaining children back to the setting as soon as possible.
- According to the advice of the police, a senior member of staff, or our manager where applicable, should remain at the site where the child went missing and wait for the police to arrive.
- A recent photo and a description of what the child is wearing is given to the police.
- Our manager contacts our director or compliance manager and reports the incident. Our director comes to our premises immediately to carry out an investigation, with our management team.
- Our staff keep calm and do not let the other children become anxious or worried.

### **The investigation**

- Ofsted are informed as soon as possible and kept up to date with the investigation.
- S4YC's Director or Compliance manager, carries out a full investigation, taking written statements from all our staff and volunteers who were present.
- S4YC's Manager, together with the Director/a representative of our management team speaks with the parent(s)/Carer(s) and explains the process of the investigation.
- The parent(s)/Carer(s) may also raise a complaint with S4YC or Ofsted.
- Each member of staff present writes an incident report detailing:
  - The date and time of the incident.
  - Where the child went missing from e.g. the setting or an outing venue.
  - Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
  - When the child was last seen in the premises/ on the outing, including the time it is estimated that the child went missing.
  - What has taken place in the premises / on the outing since the child went missing.
  - The report is counter-signed by the senior member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.
- The insurance provider is informed.

### **Managing people**

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- Our staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child within the setting or for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.

- They may be the understandable target of parental anger and they may be afraid. Our manager ensures that any staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame our staff and may single out one staff member over others; they may direct their anger at our manager. When dealing with a distraught and angry parent, there should always be two members of staff one of whom is our manager and the other should be our director or compliance manager. No matter how understandable the parent's anger may be, aggression or threats against our staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. Our remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly, but also reassure them.
- In accordance with the severity of the final outcome, our staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. Our director will use their discretion to decide what action to take.
- Our staff must not discuss any missing child incident with the press without taking advice.

**Useful numbers**

Social Care Partnership: 01244 873400

Ofsted: 0300 123 1231

EYSTN: 029 3044 6446

## **ONLINE SAFETY, MOBILE DEVICES AND CAMERA POLICY**

**This includes cameras, mobile phones, interactive devices, and interactive watches.**

### **Policy statement**

S4YC take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

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

### **Procedures**

Our designated person (manager/deputy) responsible for co-ordinating action taken to protect children is:

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

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

### **Internet access**

- Children do not normally have access to the internet and never have unsupervised access.
- The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
- Children are taught the following stay safe principles in an age appropriate way prior to using the internet.
  - only go online with a grown up
  - be kind online
  - keep information about me safely
  - only press buttons on the internet to things I understand
  - tell a grown up if something makes me unhappy on the internet
- If a child encounters something inappropriate on the Internet, the manager of the setting will be informed, and the incident will be noted on an Incident Record in the child's file. The parent will be asked to sign the Incident record.
- Designated persons will also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
- If a second-hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
- All computers for use by children are located in an area clearly visible to staff.



- Google Safe search Filtering is turned on; children are encouraged to use a child-safe search tool such as Yahoo Kids.
- The computer's browser history is regularly checked to monitor which sites are being accessed and all staff and children are informed of this fact.
- Children are not allowed to access social networking sites.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at [www.iwf.org.uk](http://www.iwf.org.uk).
- Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency's Child Exploitation and Online Protection Centre at [www.ceop.police.uk](http://www.ceop.police.uk).
- The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
- If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or [www.nspcc.org.uk](http://www.nspcc.org.uk), or Childline on 0800 1111 or [www.childline.org.uk](http://www.childline.org.uk).

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

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

#### Email

- Children are not permitted to use email in the setting. Parents and staff are not normally permitted to use setting equipment to access personal emails.
- Staff do not access personal email whilst supervising children but it is sometimes unavoidable to access work email whilst in OOSC as parents often use that as their only form of last minute communication e.g. 'there has been an emergency, can you please collect my child.....'.
- Staff always send personal information by encrypted email and share information securely.

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

Abiding by the terms of the settings mobile devices policy ensures that we all:

- Protect children from harm and abuse.
- Prevent staff from being subject to false allegations.
- Help staff remain focused on the care of children.
- Work in an open and transparent environment.
- Upon registration permission is sought from parents / carers for photographs to be taken of their child to record the child's stage of development in their learning journey and shared with the child's parents.
- Permission is also requested on registration to allow staff to use photographs on display boards or on the company / setting website / Facebook.
- No payments will be made or taken for using photographs of a child in any of the above situations.

#### **Mobile phones – children**

- Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored securely until the parent collects them at the end of the session.
- Whilst we understand that some children have mobile devices and interactive watches, we do not allow any child to use these within the setting.
- The setting does not accept any responsibility for loss or damage to mobile devices brought into the setting by the children, all devices must always be stored within the child's bag in club settings.
- Children must not use their mobile devices to take photographs of any kind whilst at the club. If they want a photograph of a particular activity, they can ask a member of staff to take one using the setting camera.

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

- Staff, parents, and visitors will be challenged if attempting to use their mobile devices within the setting.
- All visitors will be asked to leave their mobile phones in a secure box or asked to turn them off.
- Personal mobile phones are not used by our staff on the premises during working hours they will be stored in lockers or a locked drawer / box and will not be kept on their person.
- In an emergency, personal mobile phones or the setting phone may be used to make an urgent personal call in an area where there are no children present, with permission from the manager.
- Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
- If a member of staff has a family emergency or similar and needs to keep their mobile device to hand, they can be left within hearing distance of the settings manager, alternatively the settings contact number can be given out.
- Under no circumstances may staff use their personal mobile device to take photographs at the setting during working hours.

- Under no circumstances must cameras or mobile devices of any kind be taken into the bathrooms.
- If photographs need to be taken in a bathroom i.e. (photographs of the children washing their hands) then management must be told, and staff supervised whilst carrying out this kind of activity.
- At all times, the setting camera must be placed in a prominent place where it can be seen.
- All cameras in the setting including those on staff mobile devices can be subject to scrutiny at any time by the safeguarding officer or senior manager.
- If our members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
- Parents and all other visitors must not use their mobile phones or any other device to take photographs within the setting. This includes taking photographs of their own children.
- If they want to have a photograph of their child involved in an activity or at play parents can ask a member of staff to take one using the setting camera in all settings or learning book within preschool and nursery settings.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. We make an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day (e.g. Ofsted). Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present.
- These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other settings.
- Any staff member, volunteer or student found to be none compliant with this policy will face disciplinary action.

### **Cameras and videos**

- Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). Such use is monitored by the manager.
- Where parents request permission to photograph or record their own children at special events, general permission should be gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children onto social media such as Facebook or Twitter.
- If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their setting on it.

### **Social media**

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept service users, children, and parents as friends due to it being a breach of expected professional conduct.

- If, in the event that staff name the organisation or workplace in any social media, they should do so in a way that is not detrimental to the organisation or its service users.
- Staff should observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parent's or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.
- Staff should avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

#### **Electronic learning journals for recording children's progress**

- If electronic learning journals are being used the Managers will seek permission from the senior management team prior to them being used.
- Staff should always adhere to the guidance provided with the system.

#### **Use and/or distribution of inappropriate images**

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

#### **Smart Watches / Devices**

- Staff and visitors will be requested to put their smart watches/ devices on "flight mode" whilst in the setting any smart watches that can take photographs and/or recordings are not allowed to be worn.
- Where a staff member is found to be wearing a smartwatch we reserve the right to check any stored information and ask them to remove and put away the smartwatch if they do not have it on "flight mode".

#### **Further guidance**

- NSPCC and CEOP *Keeping Children Safe Online* training: [www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/](http://www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/)
- S4YC Employee Handbook

## LOOKED AFTER CHILDREN

### **Policy statement**

S4YC are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable 'looked after' children in our care to achieve and reach their full potential.

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

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

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

### **Principles**

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We do not normally offer placements for babies and children under two years who are in care; we offer instead other services to enable a child to play and engage with other children while their carer stays with them. E.g. Mother and toddler groups at a select number of S4YC settings.
- In exceptional circumstances, we offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer

for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.

- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends Our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

## Procedures

- The designated person for looked after children is the designated child protection coordinator.
- Every child is allocated a key person before they start, and this is no different for a looked after child. The designated person ensures the key person has the information, support, and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially regarding the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professional's meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider issues for the child such as:
  - their emotional needs and how they are to be met.
  - how any emotional issues and problems that affect behaviour are to be managed?
  - their sense of self, culture, language(s), and identity – and how this is to be supported.
  - their need for sociability and friendship.
  - their interests and abilities and possible learning journey pathway; and
  - how any special needs will be supported?
- In addition, the care plan will also consider:
  - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored.
  - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed.
  - what written reporting is required.
  - wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and
  - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun days etc alongside the foster carer.

- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability, and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the child's social worker as detailed in the care plan.

### **Further guidance**

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

## **WHISTLEBLOWING POLICY**

### **Definition**

Whistleblowing is raising a concern about malpractice within S4YC, where the interests of others or the organisation itself are at risk.

### **Introduction**

S4YC is an organisation committed to delivering a high-quality pre-school and out of school hours service, promoting organisational accountability and maintaining public confidence.

Employees are often the first to realise that something seriously wrong may be happening within the setting.

S4YC promotes and encourages good staff communication and any questions of malpractice should be dealt with satisfactorily long before the need for Whistle Blowing. Staff should feel they can raise questions about any area of concern during regular supervision or in staff group meetings so that practices can be revised and modified before they cause harm.

However, the responsibility for Whistle Blowing rests with any member of staff who is aware of or has concerns regarding unacceptable practice even though “blowing the whistle” may cause ill feeling and create difficult and problematic situations. Any issues concerning areas of malpractice must be dealt with in the early stages, hopefully preventing any escalation. Staff who ignore the early warnings may find themselves implicated in the malpractice.

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

This policy provides individuals in the workplace with protection from victimisation or punishment where they raise a genuine concern about misconduct or malpractice in the organisation.

The company is committed to the highest possible standards of openness and accountability. It encourages employees and others with serious concerns to come forward and voice those concerns about any aspect of the setting’s work. It recognises that certain cases will have to proceed on a confidential basis. This policy makes it clear that staff can do so without fear of reprisals and is intended to encourage staff to raise serious concerns within the setting rather than overlook a problem or publicly disclosing the matter.

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

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

- A criminal offence
- Failure to comply with any legal obligation
- Conduct around safeguarding/child protection concerns
- A miscarriage of justice



- Danger to health and safety of an individual and/or environment
- Deliberate concealment of information about any of the above.

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

### **Confidentiality**

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

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

## RECORDING GROUP CONCERNS POLICY

### **MANAGING ALLEGATIONS AGAINST ADULTS (STAFF) WORKING WITH CHILDREN**

At S4YC the welfare and safety of a child or young person is paramount. Whilst working with children, young people, or a family there may be concerns regarding the behaviour of an employee or volunteer working with a child or family. This could be in relation to inappropriate behaviour or harm being committed against a child or young person (e.g. if they hurt a child, breach the code of conduct, or do something considered to be poor practice). Regardless of whether or not they work on behalf of our organisation, or another organisation, the person who witnessed it should consult their Line Manager and/ or David James Safeguarding Lead /Designated Lead as a matter of urgency.

In the event that there are concerns about the behaviour of the Line Manager or the Safeguarding Lead, you should contact the named senior manager who deals with allegations in S4YC. Any allegation or disclosure of abuse perpetrated by a professional is taken extremely seriously and the named senior manager should consult with the Local Authority Designated Officer (LADO) to discuss the nature of concerns raised or allegations made and to arrive at a decision on how to proceed. They would follow the LADO procedure following this link <https://www.cheshirewestscp.co.uk/wp-content/uploads/2019/03/Managing-Allegations-Procedure-March-2019.pdf> to make a referral.

#### **What to do if an allegation is made by a child or young person**

The person to whom the allegation is reported must:

- Treat the matter seriously
- Ensure that, where necessary, the child/young person receives appropriate medical attention
- Make a written record of the information using the Childs/Parents own words, including when the alleged incident took place, who was present; and what happened. Sign and date the written record
- Report the matter immediately to the SENIOR MANAGER, or deputy in his/her absence. Where the senior manager is the subject of the allegation a referral should be made to the LADO who can then advise about best way to proceed.
- Confidentiality must always be maintained

#### **Initial action by the Senior Manager**

The Senior Manager will:

- Obtain brief statements signed and dated by the person receiving the allegation
- Countersign and date the written details
- Record any other information and names of potential witnesses
- Establish a chronology of significant events
- Consider any information already known about
- Not discuss or share relevant information with anyone other than the senior manager/LADO to whom it is reported and those involved
- Discreetly check any incident or logbooks
- Based on these factors, make a professional judgement, and record the reason for any subsequent action taken.

- The SENIOR MANAGER should consult the LADO as soon as possible but certainly within 1 WORKING DAY. No action should be taken until this decision takes place, unless emergency action is required to safeguard or protect the child concerned, in which case the usual child protection procedures will take precedence.
- Not delay contact with the LADO in order to gather information.
- Consult immediately with the Emergency Duty Team or Local Police if an allegation requiring immediate attention is received outside of normal hours. They must ensure they inform the LADO the next working day.
- Suspend the member of staff pending full investigation of the allegation if it is deemed necessary to do so by LADO.
- Make a referral to the Disclosure and Barring Service if it is deemed appropriate to do so.

## **ARRIVALS AND DEPARTURES**

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

When parents/carers are present in the building they are responsible for the care and wellbeing of their children.

The Setting Manager will ensure that an accurate record is kept of all children in the setting, and that any arrivals or departures are recorded on the S4YC iPAL register. The laptop with the iPAL register will always be kept in an accessible location on the premises. This process will be supplemented by regular head counts during the preschool, nursery, or club session.

### **Arrival and Departure procedure**

#### **Arrival of children to preschool / nursery**

It is our policy to give a warm welcome to each child/family upon arrival at the preschool or nursery. As children arrive in preschool or nursery staff will:

- Immediately record a child's arrival time on the daily iPAL attendance register.
- Greet parents/carers and request any information from parents/carers regarding a child's wellbeing which parents/carers feel needs to be shared with preschool or nursery staff.
- Record any specific information provided by the parent/carer which will support the child's wellbeing whilst they are in preschool or nursery.
- Ensure that where a child requires medication during the day the parent/carer has completed a medication consent form in line with the Administering Medication Policy.

#### **Arrival of Club children**

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

Escorting children to preschool, nursery, or club setting

- The setting and school have a clear agreement concerning the transfer of responsibility for children's safety.
- The school and the setting keep an identical register of children who require escorting between locations which is updated daily.
- For breakfast club all children are required to meet at the main school hall or club room. Infant children will then be escorted to class for the start of school.
- After school, all infant children will be picked up from their class, junior children will meet in the main school hall for registration.
- If a child is booked into the setting but is not at the collection point, staff will check to see if the child was present at school that day.
- If the whereabouts of the child is not known, staff will immediately inform the designated contact at the school and the child's parents or carers.
- Two members of staff will escort the children from school to the setting.

- For children attending preschool or nursery, staff will follow the individual procedure for each setting e.g. walking bus policy and procedure to transfer from one setting to another or transition to S4YC preschool or nursery within the school setting (after school collection/registration is likely to be different for each setting)

### Departures

On no account will staff hand over a child to anyone other than the known parent/carer unless an agreement has been made at the time of arrival of the child that an alternative adult will be collecting the child.

- On departure staff will ensure that parents or carers sign children out on our iPAL daily attendance record before they leave, including the time of collection to show that the child has left the premises. (preschool and nursery staff will sign children out on iPAL)
- Children can only be collected by an adult who has been authorised to collect them on their registration form.
- The child's parents or carers must inform the setting in advance if someone who is not listed on the registration form is to collect the child. The manager will contact the main parent or carer for confirmation if they have any concerns regarding departures.
- Where a parent/carer has informed and agreed with setting staff that an alternative named adult will be collecting the child the settings staff will ask parents/carers to ensure that the following is in place:
  - Parents/carers have informed staff working within their child's setting that they will not be collecting their child at the end of the session and have clearly informed staff about the adult who will be collecting the child. For preschool, nursery and OOSC only persons age over 16 years will be allowed to collect a child unless that person is the child's parent.
  - Parents/carers have provided staff with a description of the person who will be collecting the child, their name and relationship to the child. Staff will record this information on a record of contact form and communicate this to other staff within the setting.
  - Parents/carers will have in place an agreed password on iPAL which staff will use to identify that the person collecting the child is the right person.
  - Where possible parents/carers will bring the alternative person into the preschool or nursery prior to them collecting a child to introduce them to staff; this will help with identification later when required.
  - The parent or carer must notify the setting if they will be late collecting their child. If the setting is not informed; the **Uncollected Children** policy will be followed.
  - Children over the age of 10 will only be allowed to leave the setting alone at the end of the session if the setting has discussed this fully with the child's parents and has received their written consent.
  - Children below the age of 10 will not be allowed to leave the setting unaccompanied.

### Absences

- If a child is going to be absent from a session, parents should notify the setting in advance, the full charge of the session will still be applied to ALL preschool sessions. Out of School

Club session charge will be applied if seven days' notice is not given.

- If a child is absent without explanation, staff will contact the parents or carers and the school to check where the child should be. If there is no explanation for the absence the setting will activate the **Missing Child** procedure. The full charge of the session will still be applied.
- The setting will try to discover the causes of prolonged and unexplained absences which will be recorded on an individual child's record of absence form. Regular absences could indicate that a child or family is having some difficulties and might need additional support.

#### **Visitors**

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

## EMPLOYMENT POLICY

### **Policy statement**

S4YC meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements. We have a safer recruitment process in place with step by step procedures for our HR department to follow.

### **Procedures**

#### Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All our staff have job descriptions, which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants are considered based on their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We follow the requirements of the Early Years Foundation Stage (Foundation stage in Wales) and Ofsted (Estyn in Wales) guidance on checking the suitability of all staff and volunteers who will have unsupervised / supervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
- Where an individual is subscribed to the DBS Update Service we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
- We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.
- Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
- We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up to date for the duration of their employment with us.
- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

### **Notifying Ofsted or EYSTN of changes**

- We inform Ofsted or EYSTN of any changes to our Registered Person (director(s)/owner(s) our provision) and/or our manager.

### **Training and staff development**

- Our manager and deputy hold the CACHE Level 3 Diploma for the Children and Young People's Workforce or an equivalent qualification and at least half of our other staff members hold the CACHE Level 2 Certificate for the Children and Young People's Workforce or an equivalent or higher qualification. For OOSC the Manager MUST hold a relevant level 3 qualification if they have Early Years children attending the setting.
- We provide regular in-service and inhouse training to all our staff - whether paid staff or volunteers -
- We provide our staff with induction training in the first week of their employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures are introduced within an induction plan.
- We support the work of our staff by holding regular peer to peer observations, supervision meetings and appraisals.
- We are committed to recruiting, appointing, and employing staff in accordance with all relevant legislation and best practice.

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

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

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

- Our staff request holidays and time off via the HR app. This is then approved by HR and compliance managers. Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with the compliance manager/ HR, with sufficient notice.
- Sick leave is monitored, and action is taken where necessary, in accordance with the individual's contract of employment.

To cover staff absences, we have staff from our other sites that can cover to maintain staffing ratios.



## **STUDENT POLICY**

### **Policy statement**

S4YC recognise that qualifications and training make an important contribution to the quality of the care and education we provide. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

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

### **Procedures**

- We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character. If this is their first placement then a reference from their last educational establishment will be gained. If this is the students additional placement then a reference from their last placement will be gained with the support from their educational establishment.
- We always supervise students under the age of 17 years and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short-term basis are not counted in our staffing ratios.
- Students (aged 17 and over) and apprentices (aged 16 and over) may be counted in the ratios if our manager deems them to be suitably qualified and experienced.
- We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

## **CHILDCARE DISQUALIFICATION REGULATIONS 2009**

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

These requirements have been in place for child-minders and day nurseries for some time and the DfE confirmed that they also applied to schools from 1 September 2014. This means that S4YC must now obtain from all staff and volunteers a declaration that they have not been cautioned or convicted of certain offences or had relevant care orders made in relation to their own children. In addition, all staff and volunteers are required to complete the same declaration on behalf of anyone else in their household.

### **PROCEDURE**

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

If the staff member or volunteer has answered 'Yes' to any questions there will be a confidential meeting with the Compliance Manager and HR department to seek further clarification and discuss next steps, this may lead to S4YC reviewing a member of staff's suitability to working with children.

Staff are asked to acknowledge that there are no changes to their circumstances daily when they sign into iPAL at the start of each session or every time they sign in when they work between settings. Staff are also asked if there are any changes to their circumstances in regular Supervision and Appraisal meetings.

## **STAFF INDUCTION AND TRAINING**

When a new staff member joins S4YC they are invited to an induction meeting with our HR department where they will receive a job description (appropriate to the role they have been employed ) and a copy of the setting policies and procedures, along with various documents that need signing before starting their employment with S4YC. During the first few weeks of their employment, the manager will continue to discuss the practical implications of the setting policies and procedures with them. The new staff member will sign the **Policy Declaration Form** to confirm that they have read and understood the setting policies.

S4YC provide an induction for all employees and volunteers to fully brief them about the setting, the families we serve, our policies and procedures, curriculum, and daily practice.

As part of the induction process the manager follows a written induction plan which includes the following:

- Introduce the new member of staff to their colleagues, children and parents or carers
- Show the new member of staff around the premises, pointing out all fire exits, location of first aid kit and fire safety equipment, location of setting records and documentation, storage, toilets etc
- Show the new member of staff any outside play areas, fire assembly points, collection points at the school, route from the school to the setting etc, and highlight any known hazards
- Explain all aspects of the day-to-day management and running of the setting
- Inform the new member of staff about the setting's obligation to comply with the Statutory Framework for the Early Years Foundation Stage (EYFS) or Foundation Stage in Wales. This is applicable to all preschool / nursery staff and to OOSC staff that have early years children attending wrap around care.
- Introduction to the parents, especially parents of allocated key children where appropriate.
- Familiarisation with confidential information in relation to any key children where applicable.
- Details of the tasks and daily routines to be completed.
- Explain the processes for appraisals, supervisions, peer observations, individual discussions, training and development, booking holidays, sickness absence, staffing rota, etc.
- All Staff are offered a full induction and given a Personal File with all the relevant information required by S4YC

### **Development and training**

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

- A Training Website that is bespoke to S4YC - Edu Care Education where Staff can access online any relevant or required training.
- In house training developed by our Teaching and Learning Compliance Manager overseen by the Compliance Lead.
- A system of regular appraisals, supervisions, individual discussions, peer observations and reviews.

- An up to date record of staff qualifications and continuous professional development training.
- Regular reflection on good practices and the environment of the setting.

### **Staff appraisals, supervisions, and reviews**

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

The manager will hold Staff Supervision Meetings at least once per school term with each member of staff to monitor their professional development and their progress with regards to the targets set, and issues raised, during their annual appraisals.

The appraisal and staff supervision meetings are used to build up a Personal Development Plan, which will ensure that staff needs are identified and acted upon as they arise. Peer Observations and individual discussions are used to inform appraisals and staff supervision meetings, to allow for reflection on staff ability and possible training requirements.

The manager and staff member are jointly responsible for ensuring that an action plan is put in place, then evaluated and kept up to date making sure that all decisions are followed through.

### **Training**

- The manager will identify and promote suitable training courses for staff so that they can expand their professional development and keep their knowledge of childcare and play work issues up to date.
- Staff are expected to attend training courses as and when requested by their manager. To help the process of Training needs we access an online Training Website through Edu Care Education.
- Staff can access this through the company as and when needed.
- In house training is offered individually or in groups organised by our Teaching and Learning Compliance Manager overseen by the Compliance Lead

### **Staff meetings**

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

## **STAFF DISCIPLINARY POLICY AND PROCEDURE**

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

It is necessary to have a minimum number of rules in the interests of the whole Company. The rules set standards of performance and behaviour whilst the procedures are designed to help promote fairness and order in the treatment of individuals. It is our aim that the rules and procedures should emphasise and encourage improvement in the conduct of individuals, where they are failing to meet the required standards, and not be seen merely as a means of punishment. S4YC reserve the right to amend these rules and procedures where appropriate.

Every effort is made to ensure that any action taken under this procedure is fair, with the staff member given the opportunity to state their case and appeal against any decision that they consider to be unjust.

The following rules and procedures should ensure that:

- a) the correct procedure is used when requiring staff to attend a disciplinary hearing.
- b) staff are fully aware of the standards of performance, action and behaviour required of them.
- c) disciplinary action, where necessary, is taken speedily and in a fair, uniform, and consistent manner.
- d) staff will only be disciplined after careful investigation of the facts and the opportunity to present their side of the case. On some occasions temporary suspension on contractual pay may be necessary in order that an uninterrupted investigation can take place. This must not be regarded as disciplinary action or a penalty of any kind.
- e) other than for an "off the record" informal reprimand, staff have the right to be accompanied by a fellow employee at all stages of the formal disciplinary process.
- f) staff will not normally be dismissed for a first breach of discipline, except in the case of gross misconduct.
- g) if staff are disciplined, they will receive an explanation of the penalty imposed and they will have the right to appeal against the finding and the penalty

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

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

### **RULES COVERING UNSATISFACTORY CONDUCT AND MISCONDUCT**

(These are examples only and not an exhaustive list.) Staff will be liable to disciplinary action if they are found to have acted in any of the following ways:

- a) failure to abide by the general health and safety rules and procedures.

- b) smoking in designated non-smoking areas.
- c) consumption of alcohol on the premises.
- d) persistent absenteeism and/or lateness.
- e) unsatisfactory standards or output of work.
- f) rudeness towards client, pupils, parents, guardians, members of the public or other employees, objectionable or insulting behaviour, harassment, bullying or bad language.
- g) failure to devote the whole of your time, attention and abilities to the business of our Company and its affairs during your normal working hours.
- h) unauthorised use of e-mail and internet.
- i) failure to carry out all reasonable instructions or follow our rules and procedures.
- j) unauthorised use or negligent damage or loss of our property.
- k) failure to report immediately any damage to property or premises caused by you.
- l) if your work involves driving, failure to report immediately any type of driving conviction, or any summons which may lead to your conviction.
- m) loss of driving licence where driving on public roads forms an essential part of the duties of the post; and
- n) a breach of OFSTED regulations.

Minor offences.

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

### **Serious Misconduct**

Where one of the unsatisfactory conduct or misconduct rules has been broken and if, upon investigation, it is shown to be due to staff extreme carelessness or has a serious or substantial effect upon our operation or reputation, staff may be issued with a final written warning in the first instance.

Staff may receive a final written warning as the first course of action, if, in an alleged gross misconduct disciplinary matter, upon investigation, there is shown to be some level of mitigation resulting in it being treated as an offence just short of dismissal.

### **Rules covering Gross Misconduct**

Occurrences of gross misconduct are very rare because the penalty is dismissal without notice and without any previous warning being issued. It is not possible to provide an exhaustive list of examples of gross misconduct. However, any behaviour or negligence resulting in a fundamental breach of contractual terms that irrevocably destroys the trust and confidence necessary to continue the employment relationship will constitute gross misconduct. Examples of offences that will normally be deemed as gross misconduct include serious instances of:

- a) child abuse
- b) theft, fraud or falsification of documents
- c) physical violence or persistent bullying
- d) deliberate damage to property.

- e) Ignoring a direct instruction given by the manager
- f) deliberate acts of unlawful discrimination or sexual or racial harassment.
- g) possession, or being under the influence, of drugs\* at work; \*For this purpose, the term 'drugs' is used to describe both illegal drugs and other psychoactive (mind-altering) substances which may or may not be illegal.
- h) being unfit for work through alcohol or illegal drug use.
- i) breach of health and safety rules that endangers the lives of, or may cause serious injury to, employees or any other person; and
- j) a serious breach of OFSTED regulations. (The above examples are illustrative and do not form an exhaustive list.)
- k) Being an unfit person under the terms of the Statutory Framework for the Early Years Foundation Stage (Childcare Act 2006) or the Children's Act 1989.

### **Disciplinary Procedure**

Disciplinary action taken against staff will be based on the following procedure:

- 1) We retain discretion in respect of the disciplinary procedures to take account of your length of service and to vary the procedures accordingly. If you have a short amount of service, you may not be in receipt of any warnings before dismissal.
- 2) If a disciplinary penalty is imposed it will be in line with the procedure outlined above, which may encompass a formal verbal warning, written warning, final written warning, or dismissal, and full details will be given to you. In all cases warnings will be issued for misconduct, irrespective of the precise matters concerned, and any further breach of the rules in relation to similar or entirely independent matters of misconduct will be treated as further disciplinary matters and allow the continuation of the disciplinary process through to dismissal if the warnings are not heeded.

#### Stage 1: Formal verbal warning

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

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

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

#### Stage 2: First written warning

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

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

- Explain their right to appeal.

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

### Stage 3. Final written warning

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

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

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

### Stage 4: Dismissal

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

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

### Appeals

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

OFFENCE	1 <sup>ST</sup> OCCASION	2 <sup>ND</sup> OCCASION	3 <sup>RD</sup> OCCASION	4 <sup>TH</sup> OCCASION
UNSATISFACTORY CONDUCT	Formal verbal warning	Written warning	Final written warning	Dismissal
MISCONDUCT	Written warning	Final written warning	Dismissal	
SERIOUS MISCONDUCT	Final written warning	Dismissal		
GROSS MISCONDUCT	Dismissal			

### PERIOD OF WARNINGS

#### 1. FORMAL VERBAL WARNING

A formal verbal warning will normally be disregarded for disciplinary purposes after a three-month period.



2. WRITTEN WARNING

A written warning will normally be disregarded for disciplinary purposes after a six month period.

3. FINAL WRITTEN WARNING

A final written warning will normally be disregarded for disciplinary purposes after a twelve-month period.

GENERAL NOTES

- 1) If staff are in a supervisory or managerial position, then demotion to a lower status at the appropriate rate may be considered as an alternative to dismissal except in cases of gross misconduct.
- 2) In exceptional circumstances, suspension from work without pay for up to five days as an alternative to dismissal (except dismissal for gross misconduct) may be considered by the person authorised to dismiss.
- 3) Gross misconduct offences will result in dismissal without notice.
- 4) Staff have the right to appeal against any disciplinary action.

The above information has been taken from S4YC Staff “Employee Handbook”

Staff should refer to the “Employee Handbook” for further details on the following policy and procedures:

Disciplinary	page 27 – 31
Capability / Disciplinary Appeal Procedure	page 32
Grievance Procedure	page 33
Personal Harassment Policy and Procedure	page 34 – 36

## **THE ROLE OF THE KEY PERSON**

### **Preschool and Nursery (this also relates to a key person in OOSC for children under 5)**

#### **Policy statement**

“Each child must be assigned a key person. Their role is to help ensure that every child’s care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.” DFE, statutory framework, 2017

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. We are committed to the key person approach which benefits the child, the parents, the staff, and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend or work in.

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

#### **Procedures**

We aim to allocate a key person before the child starts.

The key person is responsible for:

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

#### **Key person role - Main duties**

1. To assist with the planning of the curriculum using the Early Years Foundation Stage (EYFS) (Wales – Foundation stage) curriculum for guidance. Discuss, organise and complete planning on weekly, medium and long term plans, adhering to adult and child initiated activities developed from spontaneous play and children’s ideas during each session using evaluation on planning sheets to set up focused activities or enhance continuous provision to promote next steps for individual children and as a group.

2. To use correct paperwork implemented by the Compliance Manager who follows guidelines and information given by Ofsted (Estyn in Wales) the Early Years Consultant assigned to all settings managed by S4YC Ltd.
3. To help to set up the playroom(s) for the daily programme and to help tidy away at the end of the session.
4. To act as a key person to a small group of children, liaising closely and building an effective relationship with parents/carers acting as a good communication link for their child's development. Ensuring each child's needs are recognised and met by observing and recording children's personal achievements on 'Learning Book' software, completing learning journeys, discussions with parents and updating them regularly.
5. Work in partnership with parents/carers and other family members.
6. To advise the Pre-school Manager of any concerns e.g. over children, parents or the safety of equipment, preserving confidentiality, as necessary.
7. To teach children, offering an appropriate level of support and stimulating play offering new experiences and challenges, simplifying, or extending activities wherever necessary.
8. Communicate with other members of staff and children in a quiet, acceptable, non-threatening tone or action.
9. To ensure that children are kept safe and that you understand when to follow child protection procedures.
10. Communicate with outside agencies where necessary or inform Manager or Deputy Manager of any concerns about a child who may need outside agencies.
11. Preparing snacks and drinks following health and safety guidelines and procedures.
12. To support mealtimes within the setting e.g. snack and lunch club.
13. To escort children to the toilets and support where necessary with toileting and personal hygiene, using aprons, gloves and following good hygiene practices.
14. To actively participate at team meetings, supervision meetings and appraisal meetings, where prior notice will be given unless arranged with in contracted preschool working hours. To value the views and ideas of all members of staff without discrimination, accepting constructive criticism where it benefits the running of the setting and staff personal development.
15. To attend training courses as required and to take responsibility for your development.
16. To keep completely confidential any information regarding the children, their families, or other staff, this is acquired as part of the job.
17. To be aware of and adhere to all the setting's operational policies and procedures, e.g. health and safety, fire precautions, dropping off and collection of children, food safety, cleanliness of the setting, daily risk assessments etc.
18. To ensure that adequate records are kept and updated regularly. Being personally responsible for entering and recording: medication, accidents, incidents YOU have witnessed and inform the Manager or Deputy in charge that day and the child's parent/carer at the end of the session.
19. To promote the nursery to current parents and potential customers, by giving the preschool telephone number, email and website address.

To undertake any other reasonable duties as directed by the Pre-school / Nursery Manager / OOSC anager, in accordance with the setting's business plan/objectives.

## **EARLY YEARS FOUNDATION STAGE POLICY**

S4YC is committed to the delivery of high-quality care, learning and education of children from birth to five years which is guided by the statutory framework for the early year's foundation stage.

Children start to learn about the world around them from the moment they are born. The care and education offered at s4YC helps children to continue to do this by providing all the children with interesting activities that are appropriate for their age and stage of development.

The EYFS covers children from birth to the end of their reception year.

Children learn through play and an exciting environment with strong relationships with key people working in partnerships with parents and carers.

The manager is responsible for ensuring the environment, resources and teaching covers both the prime and specific areas of learning and key people adhere to the 4 themes and principles and consider the characteristics of effective learning when planning and implementing the EYFS curriculum, In house training is provided for all staff on teaching and learning.

### **4 themes**

1. Unique child
2. Positive relationships
3. Enabling environments
4. Learning and development

These themes underpin all the guidance, the development matters show how these themes and the principles that inform them, work together for children in the EYFS.

### **7 areas of learning**

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, from relationships and thrive. These three areas are:

#### **Prime areas**

1. Physical development
2. Communication and language
3. Personal social and emotional

Key people must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

#### **Specific areas of learning**

1. Understanding of the world
2. Expressive arts and design
3. Literacy
4. Maths

The manager is responsible for implementing the EYFS stages and ensuring the environment, resources, teaching covers both the prime and specific areas of learning. For younger children, the emphasis is on the 3 prime areas.

- Each area of learning and development must be implemented through planned, purposeful play and through a balance of adult-led and child-initiated activities.
- For children, whose home language is not English, the setting takes reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Practitioners consider the individual needs, interests, and stage of development of each child in their care and must use this information to plan a challenging and enjoyable experiences for each child in all the areas of learning and development.
- Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas.
- Staff work in Partnerships with outside agencies to support children with SEN and follow their interventions alongside observations and assessments.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Practitioners must consider what they intend to teach children, how this will be implemented and the impact of this on the children's learning. The three characteristics of effective teaching and learning are:

- Playing and exploring
- Active learning
- Creating and thinking critically

### **Assessment**

Assessment plays an important part in helping parents, carers, and practitioners to recognise children's progress, understand their needs and to plan activities and support.

Formative assessments will be captured by your child's key person following the observation, assessment, and planning cycle.

Parents evenings are planned to share assessments and next steps.

2-year check (see 2-year check policy)

Summative assessments are completed termly.

The Compliance manager oversees the quality of teaching and learning supporting managers and practitioners in the following:

- Delivery of relevant training
- Role modelling
- Peer observations
- Supporting with the collection of data i.e. baseline, formative, summative assessments
- Quality of interactions
- Implementation of the curriculum to support individual children, and groups of children
- Working in partnerships with parents to support children's learning and development
- Ensure differentiation is apparent for all children within the environment and the activities provided.

Staff work with external agencies to support children who require additional support with the implementation of an EHCP plan, speech and language support, children with EAL.

Staff will work closely with parents and develop a curriculum which is based around children's interests, working in partnership to support the child through each area of learning working towards the ELG met at the end of reception.

2-year progress checks will be completed by the child's key person and shared with the parents and health visitors; this should then be placed within the child's records.

The manager is overall responsible to ensure all children have been assessed across all areas of learning and within the prime areas for children under the age of 2 termly.

- S4YC staff should agree to undertake any required training both externally and in house regarding EYFS.
- S4YC manager/ key worker should meet regularly with the Reception teacher to ensure they are working in partnership to review the curriculum delivered and prepare the children for the transition into reception.

The setting always follows play principles, allowing children to choose how they occupy their time, and never forcing them to participate. (see play policy)

### **Procedure**

- Staff follow the observation assessment and planning cycle for their key children through a range of observations and record this on learning book, and multiple observation sheets.
- Staff work closely with parents providing home learning to support the child's next steps
- Staff provide enhancements to support children's interests and next steps these are recorded on an enhancement to continuous provision document
- 2-year checks will be carried out by the child's key person in partnership with health visitors.
- Termly summative assessments are shared with parents at parents' evenings
- Managers complete a cohort analysis termly which informs staff training/ environment review/ review of routine etc.
- Managers complete Ofsted audits and review termly.
- Managers complete FIP (Focused Improvement Plans) and regularly update and share with staff team
- OOSC club play workers assigned to Early Years children under the age of 5 will communicate with the child's preschool or nursery setting through completing or following information detailed on a 'Working in Partnership with other settings / club' form to support the child's development in both settings.
- OOSC play workers assigned to Early Years children under the age of 5 will produce floor books to document their learning as a group.

## SETTLING IN POLICY

All children are unique and the amount of time that a child takes to settle into S4YC can vary enormously. Therefore, children will be given time to settle in at their own pace, to make them feel welcome, safe, and confident in a new environment.

S4YC strongly encourages parents/carers to visit the premises with their children for an initial taster session (only applicable to preschool / nursery). S4YC requires that after this visit that the parents/carers concerned register their child on iPAL and return any applicable Admission Forms.

### **PROCEDURE**

#### **Preschool / Nursery**

- All children will be greeted in a warm and friendly manner. They, along with their parents/carers, will be introduced to all members of staff and told about any other regular visitors to S4YC.
- Parents/carers and children will also be introduced to the child's key person on the first settling in session, enabling the child and the staff member to get to know each other during these sessions and for the key person and parent/carer to share information to ensure the child has the best possible start to their early years education.
- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents/carers with information. These include written information including our prospectus and policies, displays about activities available within the setting, information days and evenings and individual meetings with parents/carers.
- We may offer a home visit by the person who will be the child's key person to ensure all relevant information about the child can be made known.
- We use an 'all about me' document at the first session which the key person and parent/carer complete together allowing the key person to gather as much information about the child to help settle them into the setting and provide unique care considering the child's individual needs, along with the child's registration records on our iPAL system.
- When a child starts to attend, we explain the process of settling-in with his/her parents/carers and jointly decide on the best way to help the child settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the settling in session, gradually taking time away from their child; increasing this time as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent/carer to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- Settling in sessions are tailored to meet the individual needs of the child, key person parent/carer and manager will work together to ensure the right amount of settling in sessions are completed before the child starts at the setting.
- When parents/carers leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent/carer will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with incredibly young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents/carers to begin to create their child's record of achievement if in a preschool or nursery setting.

#### **Out of school club**

- Depending on the age of the child, the child will be introduced to the other children at S4YC and allocated a 'buddy' who will assist them in finding their way around and involve them in activities.
- Depending on the age and maturity of the child, the parent/carer will stay with the child while the rules and routines are being explained. The parent/carer will have the option of being part of the induction process if they so wish.
- Children and parents/carers will be informed about S4YC's programme of activities, rules and routines and where they can and cannot go. The procedures for signing in and signing out will also be explained.
- The child will be told about the fire evacuation procedure and the locations of all fire exits, according to the provisions of the Fire Safety policy.
- All staff will supervise children new to S4YC to ensure that they are happy in their new surroundings. The appropriate level of such supervision will be judged according to the child's age, maturity and previous experiences.
- Staff will ask on a regular basis how a child is feeling, what activities they enjoy and if they are unhappy about anything. At the end of the first, second and third weeks, the Manager will find time to talk to the child about how they are settling in.
- If it seems that a child is taking a long time to settle in, this will be discussed with their parents/carers at the earliest opportunity. Likewise, if a parent/carer feels that there is a problem during the settling in period, they should raise this with a member of staff.
- Staff will always be available to discuss any concerns or other issues with parents/carers regarding their child and their attendance at S4YC. If parents/carers wish to meet with the child's key person and or the Manager, they should make an appointment to come in for a chat.



## **PLAY POLICY**

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

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

### **PROCEDURE for facilitating play**

We will support and facilitate play by:

- Providing an environment which is suitable for playing in in all S4YC settings with a continuous provision set up for early years in preschool and nursery settings allowing for daily enhancements.
- Setting up the environment so that activities are ready before the children arrive
- Providing a range of equipment and resources
- Allowing children to request additional or alternative equipment as they choose
- Not expecting children to be occupied at all times
- Involving children in the planning of activities, to reflect their interests and ideas
- Intervening in play only when necessary: to reduce risks of accident or injury, or to encourage appropriate social skills
- Keeping a record of activities and resources and evaluating them to ensure that appropriate and varied play opportunities are offered
- Allowing children freedom of creative expression, particularly in artistic or creative play
- Planning activities to enable children to develop their natural curiosity and imagination
- Warning children in advance that play is about to end
- Explaining the reasons for refusing to provide an activity or resources
- Providing equipment and resources which promote positive images of culture, ethnicity, religion, gender, and disability
- Keeping an inventory of resources and equipment, which is updated regularly and reviewed to identify where any additional resources are required
- Regularly cleaning toys and resources, documenting onto daily checklists
- Using Choking tubes to assess the risk of choking. The manager will ensure that resources within continuous provision cannot pass through the tube.

### **Playing outdoors**

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

### **Equipment**

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

Equipment provided in the outdoor area gives children opportunities to take risks, develop large motor skills and explore the world around them.

Some settings have access to a woodland area, this must also be risk assessed before children access it and a daily environmental checklist is to be completed

### **Effective practice for outdoor learning**

- The outdoor environment has unique characteristics and features
- Outdoor learning has equal value to indoor learning
- Outdoor learning has a positive impact on children's wellbeing and development.
- Children need support of attentive and engaged adults who are enthusiastic about the outdoors and understand the importance of outdoor learning.
- Outdoor learning is enhanced by an environment that is richly resourced with play materials that can be adapted and used in different ways.
- An approach to outdoor learning that considers experiences rather than equipment places children at the centre of the provision being made.

## **TRANSITION POLICY**

### **Aim of the Policy**

This policy aims to ensure that S4YC settings make any transition as easy and enjoyable as possible for parents/carers and children.

Children experience many transitions in their early years or through primary school and our preschool, nursery or club staff are sensitive to the difficulty's children may have whilst going through these transitions.

Transitions need continuity to provide the child with confidence, thereby feeling secure and making the process exciting.

Some examples of transitions that young children and babies may experience are:

- Starting nursery (see Settling In Policy)
- Moving between rooms at nursery
- Starting school or moving settings
- Transition from club to school/ school to club.
- Changes in home environment such as family breakdowns, new siblings, moving home, death of a family member or a pet.

### **Preparing for transition preschool / nursery**

- Practitioners will prepare the child in advance for the transition by talking and looking at transition books, introducing them to staff in the room and the key person.
- Key persons will ensure all preparation for the child is implemented before the transition e.g. Peg name, name cards.
- Ensure all staff are familiar with any necessary information on the child e.g. allergies, Ethnic background and language spoken.
- Being flexible with the working of the room to meet the child's needs.
- Ensure parents/carers have met the new key person and all staff in the room. They should be told about how the room works.

### **Supporting Transitions in the setting**

- The setting will support all children with any transitions they may be encountering.
- The staff team will be sensitive to any changes in their key children's behaviour and personality. We respectfully ask that parents/carers inform us of any changes in the home environment that may impact on their child so the team can be aware of the reasons behind any potential changes in the child's character.
- If the transition relates to the child starting at the setting, we will follow our Settling In Policy.
- If the transition is due to occur whilst the child is at the setting, e.g. moving rooms or starting school, the setting will fully support the child and parents/carers in this process in a way that suits the child's individual needs.
- Care Plans are reviewed, and new ones are completed by the parent/carer for the new room, in case of any changes.
- Parents/carers are invited to the new room to meet staff and their key person and to discuss how the room works.
- The existing key person can then pass the completed transition form to the new key person as well as any necessary information about the child. This can take place in a 10 to 15-minute meeting between the old and new key person

- Room transition books are available for the child and parents to view.
- Settling in dates are arranged between key persons and parents are informed of these dates. More settles can be arranged if the child's emotional needs are not secure.
- Manager/deputy to ensure child's observations and learning journey is up to date prior to room movement.

#### **What Key persons will consider when planning room moves in preschool/nursery**

- Age - this is the most common way we decide which child is 'moving up' to the next nursery room.
- Availability - Children can only move to a new room if there is a place available. This means that sometimes a younger child may move before an older child if their registered sessions are available before the sessions of the older child.
- Ability - we often have requests from parents to advance a child to the next room. However, ability only gets considered if in the view of the team that child's behaviour is being affected by needing the 'challenge' of the next room. Very gifted children are often more than happy in their room. It is unusual that a child's behaviour will start to become an issue because they need more challenge, but when this happens, we will endeavour to transition them to the next room as quickly as possible.
- Friendship Groups - we are often asked to keep 'friends' together and we will do our best to accommodate this. However, this can often mean the older child waiting for the younger friend rather than the younger friend being accelerated up.
- If a child attends more than one setting, we liaise with the other settings to ensure continuity and that we are working in partnership to deliver the best teaching and learning for that individual child across both settings.
- Settling in sessions are planned according to the needs of the child, the manager, deputy and room leaders are to oversee these smooth transitions between rooms in the setting.

#### **Preparing and supporting SEN children to join the setting / move within the setting / transfer to a new setting / school**

We will invite parents/carers and their child to visit the setting before starting to get to know them; we offer a flexible settling in routine that enables parents/carers to stay with their child until we are all comfortable that they are happy to separate from the parent/carer without being upset.

- We will ask parents/carers for copies of reports and assessments from health care professionals and other professionals before their child starts, and advice from the Early Years Consultant will be sought with the parents/carers permission if necessary.
- We work with outside agencies to support children's learning and development for example Health visitors, Speech and Language, Child Development Team, Physiotherapists and social workers.
- The child's key person would be in most of the sessions that they attend to welcome and foster a relationship with and understanding of the child.
- When transferring to another setting or moving on to school the preschool / nursery will invite the key person or teacher and the EYSTS team to attend the child's sessions at preschool to help them become familiar with them and to discuss the child's strengths and needs.

- Preschool/nursery staff will hold a transition meeting at the parent/carers convenience to plan transition for the child into their new setting, giving the new setting time to make necessary plans for any changes or adaptations to their environment, sharing targets on the child's targeted interventions, minutes of review meetings along with any information that may be relevant to the child e.g. health reports, learning journey tracking sheets.
- Where ever possible we will arrange for the child's key person to attend the new setting with them for settling in sessions to help promote a smooth transition, offering continued support for the parent/carer, child and new setting after transition has taken place in the early stages. We will put a transition booklet together including photographs for the child, communicating to them who will be his/her new teacher, the new environment, uniform etc

### **Transition into schools**

- Managers work closely with feeder schools to organise their own transition process unique to their setting.
- Managers and Reception teachers communicate all year around to ensure the transition into school is well prepared and considered.
- The company deliver weekly PE lessons for the preschool children
- Children's independence is supported through activities and opportunities within the daily routine to promote self-help skills.
- Transition days are set between the school and preschool.
- Childs individual tracking and assessments will be shared with the parents and teacher prior to them starting school.

### **Walking bus**

We believe that the health and safety of children is of paramount importance when walking with Preschool and School aged children both to and from an S4YC setting.

- We help promote awareness of road safety through controlled exposure to traffic.
- We promote the use of pedestrian skills.
- A Risk Assessment is undertaken by the Preschool or Nursery Manager and/or After School Club Play Leader to identify possible hazards and potential dangers on chosen routes. This is checked and updated regularly, and an action plan is created and acted upon. This is read by all members of staff.
- Children arrive at breakfast club, any messages received from the parent / carer are recorded for the other setting in our message book.
- Pushchairs are provided to transport the children under the age of 3 or it is not appropriate for them to walk for their safety.
- Before leaving the premises, the designated practitioner ensures that the walking bus register is completed, adults and children are wearing fluorescent jackets, they have the message book, mobile phone and first aid kit.
- Preschool children who are attending the extended Pre-school sessions alongside After School Club sessions, are strapped securely and transported to school in a double pushchair to ensure their safety on route to and from school, by staff.
- On collection from school, children are marked as present on the register, stating what time they have been collected and by whom.

- Staff regularly remind the children of road safety rules, to ensure their safety. We follow The Green cross code as suggested at <http://think.direct.gov.uk/education/early-years-and-primary/parents/7-to-11s/thegreen-cross-code/>.
  1. First find the safest place to cross.
  2. Stop just before you get to the curb.
  3. Look around for traffic and listen.
  4. If traffic is coming let it pass.
  5. When it is safe go straight across the road-do not run, looking and listening always.
- Staff look around any parked cars that are parked over the footpaths or road on route, to ensure the children's safety whilst walking on the roads.
- Staff choose a safe space where there is a space between two parked cars and make sure that it is easy to get to the other pavement on the other side of the road. Staff ensure neither car is about to move off and look for drivers in cars, lights and listen for engines. We avoid crossing near large vehicles as this acts as a blind spot, where drivers cannot see us. If this cannot be prevented, then we walk to the outside edge of the car and stop. We can then be seen by the drivers and the staff can look all around for traffic.
- For reasons of safety, pupils must always behave well on the bus. This is to ensure the safety of all pupils. If a child will not abide by rules for safe behaviour, parents will be informed by the staff and incidents recorded in our incident book.

#### **After school**

- Safety procedures are followed as above
- A staff member collects the child/children and the walking bus register is completed before they leave.
- They walk them using the approved route that was risk assessed.
- On arrival at the setting the message book is checked and register completed.
- When parents/carers arrive to collect the child/children any messages are passed to them.

#### **Club – Daily transitions**

- Staff greet the children and families with a warm, calm and caring approach and staff sign them in using our iPal system.
- Staff make sure they take any messages from parents/carers and pass on to the relevant members of staff whether that is within the club setting or school staff.
- Before the children leave the setting to start their school day, staff ensure children have all their belongings, and check in with each individual child, that they are prepared and are ready for their day of learning,
- A member of staff then watches the children enter their classrooms They take the reception children into the classroom and hand them over to their class teacher.
- At the end of the school day staff collect children from classrooms due to last minute bookings on iPAL to ensure that all children are collected that have been booked in.
- Once the room is safe and set up for club the children come in and hang up their belongings/place them in year group crates.
- A staff member carries out a register and signs children as present on the iPAL system.
- Staff ensure the children know the plan for the evening.

Staff share messages with parents/carers on collection, including what the children have enjoyed or any issues that have arisen during the out of school session.

## **PROGRESS CHECKS AT AGED 2 YEARS FOR PRESCHOOL & NURSERY CHILDREN**

### **What is the progress check at age two?**

The Early Years Foundation Stage (EYFS) requires that parents and carers must be supplied with a short-written summary of their child's development in three prime learning and development areas of the EYFS when their child is aged between 24-36 months.

These prime areas are:

- **Personal, Social and Emotional Development**
- **Physical Development**
- **Communication and Language**

### **What will the Two-Year Progress Check cover?**

- The progress check will provide parents with a short, written summary of their child's development in the prime areas, and their behaviour and attitudes to learning. The check will identify the child's strengths and any areas where the child's progress is less than expected. The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance A Know How Guide: The EYFS progress check at age two.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by the key person to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).

The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs to enhance their development at home

### **What if there are any areas of my child's progress that are lower than expected?**

If we identify areas that are lower than expected, we will discuss with you specific strategies that we suggest we put in place to support the child. If there are significant emerging concerns, a disability or specific special education need identified, we will develop an Individual Education Plan to support the child's future learning and development. This will involve any other professionals, parents and others who are presently supporting the child.

### **What will S4YC do to support my child if my child's progress is lower than expected?**

We will select 'next steps' to support the child's learning and development and design the curriculum to better meet their individual needs. We will also offer suggestions of how parents and carers can support this at home.

Your child's developmental progress will be identified within an age band corresponding to

## **Development Matters**

### **What are Development Matters?**

Development Matters sets our children's developmental progression across the prime and specific areas of learning from birth to five years. It offers helpful material for practitioners to:

- Inform and support their assessment judgements of a child's development in the prime areas
- Identify if there are any areas in which a child may be developing at a faster or slower pace than the expected level of progress for their age
- Inform and support discussions with parents and other professionals (where relevant).

### **Can parents and carers contribute to the Two-Year Check?**

Yes, this is especially important. Parents and carers will be invited into the S4YC setting to meet with their child's Key Person (this is who will have completed the Two-Year Progress Check) and possibly a member of the Management Team. Within this meeting parents and carers will be able to contribute their view and comments and will also be asked for any updates in their child's interests.



## **STAFFING (GROUP PROVISION)**

### **Policy statement**

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

### **Procedures**

For childcare on non-domestic premises (e.g. nurseries and pre-schools)

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

- Children under two years of age: 1 adult : 3 children:
  - At least one member of staff holds a full and relevant level 3 qualification and is suitably experienced in working with children under two.
  - At least half of all other staff hold a full and relevant level 2 qualification.
  - At least half of all staff have received training that specifically addresses the care of babies; and
  - Where there is an under two-year-olds' room, the member of staff in charge of that room has suitable experience of working with under twos.
- Children aged two years: 1 adult : 5 children: (as of 1<sup>st</sup> September 2023)
  - At least one member of staff holds a full and relevant level 3 qualification; and
  - At least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult : 8 children:
  - At least one member of staff holds a full and relevant level 3 qualification; and
  - At least half of all other staff hold a full and relevant level 2 qualification.
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over as follows:
  - There is at least one member of staff for every 13 children; and
  - At least one other member of staff holds a full and relevant level 3 qualification.
- Where the provision is solely before/after school care or holiday provision for children who normally attend Reception class (or older) during the school day S4YC provide sufficient staff as for a class of 30 children. S4YC will determine how many staff are needed to ensure the safety and welfare of children, bearing in mind the type(s) of activity and the age and needs of the children. S4YC will also determine what qualifications, if any, the manager and/or staff should have.
- The number of children for each key person considers the individual needs of the children and the capacity of the individual key person to manage their cohort.
- We only include those aged 17 years or older within our ratios where they are competent and responsible. We may also include students on long-term placements and volunteers (aged 17 or over) and apprentices (aged 16 or over), where we deem them to be suitably qualified and experienced.
- A minimum of two staff/adults are on duty at any one time; one of whom is either our manager or deputy.

- Our manager deploys our staff, students, and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight *or* hearing of staff at all times.
- All staff are deployed according to the needs of the setting and the children attending.
- Our staff, students and volunteers inform their colleagues if they must leave their area and tell colleagues where they are going.
- Our staff, students and volunteers always focus their attention on children and do not spend time in social conversation with colleagues while they are working with children.
- We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.

We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

## FIRST AID

### **Policy statement**

S4YC staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one adult with a current first aid certificate is on the premises, or on an outing, at any one time. Newly qualified staff who achieved an early year's qualification at level 2 or 3 on or after 30 June 2016 also have a paediatric first aid certificate in order to be counted in the adult: child ratios. The first aid qualification includes first aid training for infants and young children. We have evidence of due diligence when choosing first aid training and ensure that it is relevant to adults caring for young children.

### **Procedures**

#### *The first aid kit*

Our first aid kit is always accessible and contains the following items:

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

In addition, the following equipment is kept near to the first aid box:

- 2 pairs of disposable plastic (PVC or vinyl) gloves.
- 1 plastic disposable apron.
- A children's forehead 'strip' thermometer.
- A supply of ice is kept in the freezer.
- Information about who has completed first aid training and the location of the first aid box is provided to all our staff and volunteers. A list of staff and volunteers who have current PFA certificates is displayed in the setting.
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- There is a named person in the setting who is responsible for checking and replenishing the first aid box contents.
- Medication is only administered in line with our Administering Medicines policy.
- In the case of minor injury or accidents, first aid treatment is given by a qualified first aider.
- In the event of minor injuries or accidents, we normally inform parents/carers when they collect their child, unless the child is unduly upset, or we have concerns about the injury. In which case we will contact the child's parents/carers for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP.
- An ambulance is called for children requiring emergency treatment. We contact parents/carers immediately and inform them of what has happened and where their child has been taken.

- Parents/carers sign a consent form at registration allowing a member of staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that they have been informed and are on their way to the hospital.
- Accidents and injuries are recorded in our accident record log and, where applicable, notified to the Health and Safety Executive, Ofsted or Estyn and/or local child protection agencies in line with our Recording and Reporting of Accident and Incidents Policy.

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

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

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

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

### **Legal framework**

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

### **Further guidance**

- First Aid at Work: Your questions answered (HSE Revised 2015)
- Basic Advice on First Aid at Work (HSE Revised 2012)

Guidance on First Aid for Schools (DfE Revised 2014)

## ADMINISTERING MEDICATION

### **Policy statement**

While it is not S4YC policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining a child's health and well-being or when they are recovering from an illness. S4YC ensure that where medicines are necessary to maintain health of the child, they are given correctly and in accordance with legal requirements.

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

S4YC staff are responsible for the correct administration of medication to children for whom they are the key person. A First Aider will administer the medication with a witness present. This includes ensuring that parent/carer consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures.

### **Procedures**

- Children taking prescribed medication must be well enough to attend the setting.
- We only administer medication when it has been prescribed for a child by a doctor (or other medically qualified person e.g. nurse, dentist, or pharmacist). It must be in-date and prescribed for the current condition.
- Non-prescription medication, such as pain or fever relief (e.g. Calpol) and teething gel, may be administered, but only with prior written consent of the parent and only when there is a health reason to do so, such as a high temperature. Children under the age of 16 years are never given medicines containing aspirin unless prescribed specifically for that child by a doctor. The administering of un-prescribed medication is recorded in the same way as any other medication. NB We may administer children's paracetamol (un-prescribed) for children with the verbal consent of the parents in the case of a high temperature. This is to prevent febrile convulsion and where a parent or named person is on their way to collect the child. A medication form will need to be completed once permission has been given to administer paracetamol from the verbal consent, the parent will be asked to sign the form on collection of the child. **Please see EYFS Statutory Guidance or [www.bma.org.uk](http://www.bma.org.uk)**
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children. On receiving the medication, the member of staff checks the label and obtains prior written permission and signed consent from parents/carers for the administration of medication. No medication may be given without these details checked and provided:
  - the full name of child and date of birth
  - the name of medication and strength
  - name of Dr or professional who prescribed it
  - the time the last dose was given

- the dosage and times to be given in the setting
  - the method of administration
  - how the medication should be stored and its expiry date
  - any possible side effects that may be expected
  - the signature of the parent/carer, their printed name, and the date
  - The administration of medicine is recorded on a medication form each time it is given and is signed by the person administering the medication and a witness. Parents are shown the record at the end of the day and asked to sign the medication record to acknowledge the administration of the medicine.
  - If the medicine has already been administered on that day and the time administered.
  - If the administration of prescribed medication requires medical knowledge, individual training for the relevant member of staff by a health professional is obtained.
  - If rectal diazepam is given, another member of staff must be present and co-sign the record book.
  - No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person or Out of School Club manager what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.
  - If a child refuses to take their medication, staff will not attempt to force them to do so. The manager and the child's parent or carer will be notified, and the incident recorded on the record of medication form.
  - If school children carry their own medication (e.g. asthma inhalers), the Setting (Club) Manager will offer to keep the medication safe until it is required. Inhalers must be labelled with the child's name.
- S4YC monitor the medication records to look at the frequency of medication given in the setting. For example, a high incidence of antibiotics being prescribed for several children at similar times may indicate a need for better infection control.
- Where sharps are used they must be disposed of in a yellow medical sharps bin with a clip lid that locks this must be disposed of via a chemist when full. This must be done by handing to the parent for disposal.
  - Individual Health Care Plan: For children, where invasive treatment is needed an Individual health care plan needs to be completed, with all relevant health care professionals.
  - Dosage and administration of medication: A written letter must be obtained by the child's GP/Specialist Nurse explaining the child's condition, medical treatment needed, to include dosage of medication and training given on how to administer the relevant medication.
  - Training must be delivered to staff by a healthcare professional / nurse. At least 2 members of staff must be trained where a child requires invasive treatment such as the administration of medication using specialist equipment e.g. needles. In addition awareness training must be delivered to all staff who come in contact with the children to include looking out for signs and symptoms.

#### **Storage of medicines**

- All medication is stored safely in a locked cupboard or refrigerated as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent/carer.

- For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when required basis. Key persons check that any medication held in the setting, is in date and instructions remain the same which is reviewed every half term with the parent/carer, any out-of-date medication will be returned to the parent/carer.

### **Children who have long term medical conditions and who may require ongoing medication**

- S4YC carry out a risk assessment for each child with a long-term medical condition that requires on-going medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents/carers will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions, key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment.
- It may be necessary for the child to be absent until training has been received for key staff.
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns.
- An individual health plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other adults who care for the child.
- The individual health plan should include the measures to be taken in an emergency.
- S4YC review the child's individual health plan every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents/carers receive a copy of the individual health plan and each contributor, including the parent/carer, signs it.

### **Managing medicines on trips and outings**

- If children are going on outings, the key person for the child, or another member of staff who is fully informed about the child's needs and/or medication will accompany the child with a risk assessment.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, the original pharmacist's label and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above. For medication dispensed by a hospital pharmacy, where the child's details are not on the dispensing label, the circumstances of the event and hospital instructions as relayed by the parents will be recorded.
- On returning to the setting the card is stapled to the medicine record form and the parent/carer signs it.

- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent/carer.
- This procedure should be read alongside the outing's procedure.

**Legal framework**

- The Human Medicines Regulations (2012)



## **MANAGING CHILDREN WHO ARE SICK, INFECTIOUS OR WITH ALLERGIES**

### **Policy statement**

S4YC aim to provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic trigger.

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

- If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the setting manager will call the parents/carers and ask them to collect the child, or to send a known carer to collect the child on their behalf.
- If a child has a temperature, do not undress the child or sponge them down to cool them – a high temperature is a natural and healthy response to infection. (NHS Guidance 2007)
- The child's temperature is taken using a thermometer, kept in the first aid box.
- If the child's temperature does not go down and is worryingly high, then we may give them Calpol or another similar analgesic, after first obtaining verbal consent from the parent where possible. This is to reduce the risk of febrile convulsions, particularly for babies. Parents sign the medication record when they collect their child. **Please see EYFS Statutory Guidance or [www.bma.org.uk](http://www.bma.org.uk)**
- In extreme cases of emergency, an ambulance is called, and the parent/carers informed.
- Parents/carers are asked to take their child to the doctor before returning them to the setting; we can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics for an infectious illness or complaint, we ask parents/carers to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, we ask parents/carers keep children home for 48 hours following the last episode.
- Some activities, such as sand and water play, and self-serve snacks where there is a risk of cross-contamination may be suspended for the duration of any outbreak.
- We have a list of excludable diseases and current exclusion times. The full list is obtainable from [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/789369/Exclusion-table.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/789369/Exclusion-table.pdf) and includes common childhood illnesses such as measles.

### **Reporting of 'notifiable diseases'**

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to Public Health England.
- When we become aware, or are formally informed of the notifiable disease, our manager informs Ofsted or Estyn and contacts Public Health England, and acts on any advice given.

### **HIV/AIDS/Hepatitis procedure**

HIV virus, like other viruses such as Hepatitis A, B and C, are spread through bodily fluids. Hygiene precautions for dealing with bodily fluids are the same for all children and adults. We:

- Wear single-use vinyl gloves and aprons when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces, or vomit.
- Bag soiled clothing for parents/carers to take home for cleaning.
- Clear spills of blood, urine, faeces, or vomit using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste.
- Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces, or vomit using a disinfectant.

#### **Nits and head lice**

- Nits and head lice are not an excludable condition; although in exceptional cases we may ask a parent/carer to keep the child away until the infestation has cleared.
- On identifying cases of head lice, we inform all parents/carers and ask them to treat their child and all the family if they are found to have head lice.

#### **Procedures for children with allergies**

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

#### **Insurance requirements for children with allergies and disabilities**

- If necessary, company insurance will include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions or requiring invasive treatments; written confirmation from our insurance provider must be obtained to extend the insurance.
- At all times we ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.

- Oral medication:
  - Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to our insurance provider. Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
  - We must be provided with clear written instructions on how to administer such medication.
  - We adhere to all risk assessment procedures for the correct storage and administration of the medication.
  - We must have the parents or guardians' prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to our insurance provider.
- Life-saving medication and invasive treatments:
  - These include adrenaline injections (EpiPen's) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

We must have:

- a letter/care plan from the child's GP/consultant stating the child's condition and what medication if any is to be administered.
- written consent from the parent or guardian allowing our staff to administer medication; and
- proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
  - Written confirmation that we hold this information will first be sent to the Early Years Alliance Insurance team for appraisal. Written confirmation that the insurance has been extended will be issued by return.
- Treatments, such as inhalers or EpiPen's are immediately accessible in an emergency.
- Key person for special needs children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.:
- Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
  - The key person must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians.
- If we unsure about any aspect, we contact the Early Years Alliance Insurance team on 020 7697 2585 or email [insurance@eyalliance.org.uk](mailto:insurance@eyalliance.org.uk).

## ALLERGY AND ANAPHYLACTIC POLICY

S4YC recognizes the potentially serious consequences of children with allergies. These allergies may include a condition known as anaphylaxis. Anaphylaxis is a severe, potentially life-threatening allergic reaction brought about by exposure to certain foods or other substances, there are 14 major allergies which need to be declared when used a ingredients (see food matrix).

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

### PROCEDURE

#### 1. Identification of Children at Risk:

- It is the responsibility of the Parent and/or the Guardian, to inform the setting/ key worker that the child has an allergy.
- Parent to bring in written confirmation of the allergen
- This must be listed on the registration form and they must verbally notify the Manager.
- All staff shall be aware of the children who have an allergy
- Childs photo and allergy should be displayed in the setting in side a cupboard door out of view from others but accessible to practitioners and all staff when needed.
- A list of all children with allergies can be found in the setting.
- If an EpiPen is required the Parent must complete the ***PERMISSION TO ADMINISTER MEDICINE FORM for the EpiPen, upon registration.***
- Health care plan and risk assessment to be completed
- On the Child's admission to the setting, the supervisor will discuss the Child's allergies with the Parent. The staff will receive a demonstration of EpiPen administration by the Parent/ health care assistant.

#### PROCEDURE

- All staff to be aware of children attending that day and what known allergies they have.
- Key person/ backup key person to supervise child with allergy at mealtimes
- Key person/ backup key person to wear a red apron
- Childs food to be placed onto a red plate covered and labelled.
- Kitchen staff to inform key person of what ingredients is in the food provided
- Key person and kitchen assistant to sign food handover on the matrix.
- All food to be disposed of in the correct bins and disposed off in the correct external bin.

#### 2. Availability and Location of EpiPen's:

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

- Parents of a child who could have an anaphylactic shock must provide an Epi Pen left at the club or on the School Premises where All Staff are aware of the location

- Epi Pens will be clearly labelled with the Child's name, class, EpiPen expiry dates, and specific allergy.
- At least two staff member will be trained to administer the EpiPen.
- Children who are no longer allergic, or no longer require an EpiPen, must present a letter of explanation from their doctor or allergist so their name may be removed from the settings allergy lists.
- The manager will keep a record of expiry dates. If the EpiPen has expired, the Parent will be asked to supply another by the next session the child will attend, it is the parent's responsibility to provide this or the child will not be accepted into the setting.

### **3. Symptoms of an Allergic Reaction-this list is not exhaustive:**

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

### **4. Treatment PROCEDURE:**

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

### **5. After the incident PROCEDURE:**

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

**Ofsted must be informed of the incident-03001231231**

## **RECORDING AND REPORTING OF ACCIDENTS AND INCIDENTS**

### **Policy statement**

An accident is an unplanned, uncontrolled event, which causes, or could cause injury, damage, or loss. In most cases accidents can be avoided and it is S4YC's intention to prevent as many as possible.

S4YC follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

### **Procedures**

S4YC aim to reduce the risk of accidents by:

- Making risk assessments for as many unforeseeable risks as possible. By completing risk assessments, we can identify hazards and look at how we can eliminate or reduce the risk.
- Regularly checking and effectively use the premises.
- Ensuring staff and to some extent the children, are aware of hazards i.e. putting toys away safely.
- Ensuring staff and children are encouraged to care about their environment and their colleagues.
- Ensuring staff identify and report hazards and risks and encourage children to do the same.
- Appointing a health and safety officer in each setting to oversee all health and safety issues.

### **S4YC accident forms:**

- are kept in a file stored in a safe and secure place within each setting.
- are accessible to our staff and volunteers, who all know how to complete an accident form, bumped head form, existing injury form and accident log.
- are reviewed at least half termly to identify any potential or actual hazards.

### **Reporting accidents and incidents**

All accidents and incidents are recorded on the appropriate forms and reported to the parents / carers on the day. This will usually be when they collect their child or if it is a serious injury or one that needs medical assistance, the parent/carer will be informed immediately. All head injuries must be reported to the child's parent/carer before collection and a bumped head note must be completed and signed by the parent/carer along with the accident / incident form on collection of the child.

There is always at least one first aider on site. We aim to have all permanent staff trained in first aid. All accidents are recorded on a form which includes the child's name, date, and time of accident, where the accident happened, details of the injury, a body map, and witnesses. The form is signed by the parent/carer who collects their child and is then kept in the child's individual file, a copy is given to the parent/carer. A log is kept of all accidents and incidents recording the accident / incident number, name, date, type of accident and where it happened so that reoccurring accidents or incidents can be assessed.

- Ofsted (Estyn) is notified as soon as possible, but at least within 14 days, of any instances which involve:
  - food poisoning affecting two or more children looked after on our premises
  - a serious accident or injury to, or serious illness of, a child in our care and the action we take in response

- the death of a child in our care
- Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.
- Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.
- We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. We report to the Local Authority (LA). Please note that providers on school premises or domestic premises report to the Health and Safety Executive (HSE):
  - Any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment.
  - Any work-related accident leading to a specified injury to one of our employees. specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns, or amputations.
  - Any work-related accident leading to an injury to one of our employees which results in them being unable to work for seven consecutive days. All work-related injuries that lead to one of our employees being incapacitated for three or more days are recorded in our accident log.
  - When one of our employees suffers from a reportable occupational disease or illness as specified by the HSE.
  - Any death, of a child or adult, that occurs in connection with a work-related accident.
  - Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done, such as a gas leak.
  - Information for reporting incidents to the Local Authority or Health and Safety Executive is provided in our Accident Records. Any dangerous occurrence is recorded on our incident forms and logged (see below).

### **Incident log forms**

An incident form can be used to record something, which happened that could have been dangerous, actions deemed as unwanted behaviour, and action that could cause damage, loss, or injury.

- We have ready access to telephone numbers for emergency services, including the local police. Where we are responsible for the premises, we have contact numbers for the gas and electricity emergency services, and a carpenter and plumber. Where we rent premises, we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- We ensure that our staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.
- On discovery of an incident, we report it to the appropriate emergency services – fire, police, ambulance – if needed.
- If an incident occurs before a child arrives, our manager risk assesses the situation and decides if the premises are safe to receive children. Our manager may decide to offer limited service or to close the setting on the advice of Compliance managers and the Director.
- Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we follow the procedures in our Fire Safety and Emergency Evacuation Policy or, when on an outing, the procedures identified in the risk assessment for the outing.

- If a crime may have been committed, we ask all adults witness to the incident make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.
- We keep an incident log for recording major incidents, including some of those that are reportable to the Local Authority or Health and Safety Executive as above.
- These incidents include:
  - a break in, burglary, or theft of personal or our setting's property
  - an intruder gaining unauthorised access to our premises
  - a fire, flood, gas leak or electrical failure
  - an attack on an adult or child on our premises or nearby
  - any racist incident involving families or our staff on the setting's premises
  - a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on our premises
  - the death of a child or adult
  - a terrorist attack, or threat of one
  - an unwitnessed injury
  - an argument
  - unacceptable behaviour out of the norm
- In the incident log we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
- In the event of a terrorist attack, we follow the advice of the emergency services regarding evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation Policy will be followed, and our staff will take charge of their key children. The incident is recorded when the threat is averted.
- In the unlikely event of a child dying on our premises, through cot death in the case of a baby for example, the emergency services are called, and the advice of these services are followed.
- The incident log is not for recording issues of concern involving a child. This is recorded in the child's own file.

### **Education Inspection Framework**

- As required under the *Education Inspection Framework*, we maintain a summary record of all accidents, exclusions, children taken off roll, incidents of poor behaviour and discrimination, including racist incidents, and complaints and resolutions.

### **Legal framework**

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 (As Amended)
- The Health and Safety (Enforcing Authority) Regulations 1998

### **Further guidance**

- Education Inspection Framework: Education, Skills and Early Years (Ofsted 2019)
- Early Years Inspection Handbook for Ofsted Registered Provision (Ofsted 2019)
- RIDDOR Guidance and Reporting Form: [www.hse.gov.uk/riddor](http://www.hse.gov.uk/riddor)
- Accident Record (Pre-school Learning Alliance 2019)
- CIF Summary Record (Pre-school Learning Alliance 2016)
- Reportable Incident Record (Pre-school Learning Alliance 2015)



## **INTIMATE CARE POLICY**

S4YC is committed to ensuring that all staff undertake their responsibilities in such a way that the rights of the child are protected. In intimate care situations, the child's safety, dignity, welfare, and privacy are of paramount importance. Children requiring intimate care will always be treated respectfully.

### **Our policy aims to:**

- Safeguard the dignity, rights and wellbeing of children.
- Provide guidelines, support and protection to staff.
- Reassure parents that their children are cared for and protected.

'Intimate care' covers any assistance that involves touching a child while carrying out a procedure that most children can do for themselves, but some are unable to manage without help. This may involve help with eating, drinking, dressing/undressing and matters of personal hygiene relating to intimate personal areas associated with bodily functions and personal hygiene, including, toileting, washing, dressing, and menstrual care.

S4YC ensure staff that provide intimate care will do so in a professional manner. Staff are aware of safeguarding issues and will have relevant training (e.g.: health and safety, child protection, manual handling) before providing intimate care. No child should suffer distress or pain as a result of receiving intimate care. Staff undertake to help children to do as much as possible for themselves and develop each child's ability to achieve independence appropriate to their individual needs.

### **PROCEDURE**

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

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

### **Principles of intimate care**

- Every child has the right to be safe.
- Every child has the right to personal privacy.
- Every child has the right to be valued as an individual.
- Every child has the right to be treated with dignity and respect.
- Every child has the right to be involved and consulted in their own intimate care to the best of their abilities.
- Every child has the right to express their views on their own intimate care and to have such views considered.

- Every child has the right to have levels of intimate care that are as consistent as possible.

### **Company responsibilities**

All S4YC staff working with children are vetted by the company following our safer recruitment guidelines e.g. DBS checks, references.

- Only named staff identified by our setting should undertake the intimate care of children.
- Managers must ensure that all staff undertaking the intimate care of children are familiar with and understand the Intimate Care Policy and Guidelines together with associated Policy and Procedures.
- All staff must be trained in the specific types of intimate care that they carry out and fully understand the Intimate Care Policy and Guidelines within the context of their work.
- Intimate care arrangements must be agreed by the setting manager, parents / carers and child (if appropriate).
- Intimate care arrangements must be recorded in the child's personal file and consent forms signed by the parents / carers and child (if appropriate).
- Staff should not undertake any aspect of intimate care that has not been agreed between the setting manager, parents /carers and child (if appropriate).
- S4YC setting managers will need to make provisions for emergencies i.e. a staff member on sick leave. Additional trained staff should be available to undertake specific intimate care tasks. Do not assume someone else can do the task.
- Intimate care arrangements should be reviewed with the manager, key person, parents /carers of the child at least every six months to establish if there are any changes to care needed. The views of all relevant parties, including the child (if appropriate), should be sought and considered to inform future arrangements.
- If a staff member has concerns about a colleague's intimate care practice, they must report this to their designated manager / teacher.

### **Best Practice**

- All children have the right to be safe and to be treated with dignity and respect.
- These guidelines are designed to safeguard children and staff. They apply to every member of staff involved with the intimate care of children.
- Disabled children can be especially vulnerable. Staff involved with their intimate care need to be sensitive to their individual needs.
- Staff also need to be aware that some adults may use intimate care, as an opportunity to abuse children. It is important to bear in mind that some care tasks / treatments
- can be open to misinterpretation. Adhering to these guidelines of good practice should safeguard children and staff.

### **Involve the child in their intimate care**

- Staff try to encourage a child's independence as far as possible in his / her intimate care. Where the child is fully dependent staff talk with them about what is going to be done and give them choice where possible.
- Staff check their practice by asking the child / parent any likes / dislikes while carrying out intimate care and obtain consent.
- S4YC staff treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation.

- A lot of care is carried out by the child's key person or playworker alone with one child. The practice of providing one-one intimate care of a child alone is supported, unless the activity requires two persons for the greater comfort / safety of the child, or the child prefers two persons.
- In our preschool and Nursery settings we make sure practice in intimate care is consistent, as a child can have multiple carers a consistent approach to care is essential. Therefore, it is usually the child's key person who provides the intimate care with the manager or another key person allocated to the child in case the child's key person is off sick etc. Effective communication between parents / carers / agencies ensures practice is consistent.
- In order to prevent over-familiar relationships from developing within our club settings we aim to use a Rota of different staff all of whom would be known to the child, to provide the care.
- Staff are aware of own limitations and only carry out care activities they understand and feel competent and confident to carry out. Some procedures must only be carried out by staff who have been formally trained and assessed e.g. mickey peg feeding

#### **Promoting positive self-esteem and body image.**

Confident, self-assured children who feel their body belongs to them are less vulnerable to sexual abuse. S4YC staff are careful not to convey lots of negative messages to a child about their body worth when giving intimate care to a child. Staffs attitude to a child's intimate care is important. Keeping in mind the child's age, routine care can be relaxed, enjoyable and fun.

#### **Protecting children**

Staff are familiar with the local Safeguarding Children Partnership website and complete a Safeguarding Induction booklet in the induction process which gives them guidance to *Recognising The Signs Of Child Abuse*, they are also signposted to the DFES booklet *What To Do If You Think A Child Is Being Abused*.

- If a member of staff is concerned about any physical changes (unusual markings, discolouration's or swelling including the genital area) to a child they must report their concerns to the manager or designated safeguarding lead immediately. The **Safeguarding Children** policy will then be implemented.
- If during the intimate care of a child a staff member accidentally hurts them, or the child appears to be sexually aroused by their actions, or misunderstands or misinterprets something, the staff reassure the child, ensure their safety and report the incident immediately to your designated manager / teacher.
- Report and record any unusual emotional or behavioural response by the child.
- A written record of concerns must be made and kept in the child's personal file.
- Parents / carers must be informed about concerns.
- Should a child become unhappy about being cared for by a particular member of staff, the manager will investigate the situation and record any findings? These will be discussed with the child's parents or carers in order to resolve the problem. If necessary, the manager will seek advice from outside agencies. (Please see Recording Group concerns / LADO policy)
- If a child makes an allegation against a member of staff, the procedure set out in the **Safeguarding Children** policy and Recording Group concerns / LADO policy will be followed.

#### **Working with children of the opposite sex**

- There is a positive value in both male and female staff being involved with children.

- Ideally, every child should have the choice of carer for all their intimate care.
- The individual child's safety, dignity and privacy are of paramount importance.
- The practical guidelines set out below, are written in the knowledge that the current ratio of female to male staff means we are far less likely to be able to offer the choice of same sex carer to male children.

### **General Care**

Male and female staff can be involved with children of either sex in:

- (a) Key working and liaising with families.
- (b) Co-ordinating of and contribution to a child's review.
- (c) Meeting the developmental, emotional, and recreational needs of the children.
- (d) Escorting the children between sites, on outings and to clinics unless intimate care is needed.

### **Intimate Care**

S4YC believe that wherever possible, boys and girls should be offered the choice of carer and second carer. Where there is any doubt that a child can make an informed choice on these issues, the child's parents are usually in the best position to act as advocates.

It may be possible to determine a child's wishes by observation of their reactions to the intimate care they receive. We do not assume that a child cannot make a choice. The intimate care of boys / girls can be carried out by a member of staff of the opposite sex with the following provisions:

- (a) The delivery of intimate care by professionally qualified staff will be governed by their professional code of conduct in conjunction with company policy and procedures.
- (b) When intimate care is being carried out, all children have the right to dignity and privacy i.e. they should be appropriately covered, the door closed, or screens / curtains put in place.
- (c) If the child appears distressed or uncomfortable when personal care tasks are being carried out, the care should stop immediately. Try to ascertain why the child is distressed and provide reassurance.
- (d) Report concerns to your Designated Manager / Teacher and make a written record.
- (f) Parents / carers must be informed about concerns.

### **Communication with children**

It is the responsibility of all staff caring for a child to ensure that they are aware of the child's method and level of communication. Children communicate using different methods e.g. words, signs, symbols, body movements, eye pointing. When intimate care is given, the member of staff will explain fully each task that is carried out and the reasons for it. Staff will encourage children to do as much for themselves as they can.

To ensure effective communication:

- Staff ascertain how the child communicates e.g. consult with child, parent / carer and, if appropriate, communication needs must be recorded
- Make eye contact at the child's level.
- Use simple language and repeat if necessary.
- Wait for response.
- Continue to explain to the child what is happening even if there is no response.
- Treat the child as an individual with dignity and respect.

**DEALING WITH BLOOD AND BODY FLUIDS**

Blood, vomit, urine, and faeces will be cleaned up immediately and disposed of safely by double bagging the waste and removing it from the premises. When they are dealing with body fluids, staff will wear personal protective clothing (disposable plastic gloves and aprons) and will wash themselves thoroughly afterwards. Soiled children's clothing will be bagged to go home – staff will not rinse it. Children will be kept away from the affected area until the incident has been dealt with fully. Please also see the company Nappy changing policy. Staff at S4YC will maintain high standards of personal hygiene and will take all practicable steps to prevent and control the spread of infection.

## **Nappy changing policy and procedure (Preschool / Nursery / SEN / OOSC)**

### **Policy statement**

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

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

We aim to support children's care and welfare daily in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. Children will have their nappies changed according to their individual needs and requirements by their key worker wherever possible.

Information will be shared between parents and key person about nappy changing and toilet training in a way that suits the parents either verbally or within written take home books or sheets.

We ensure the safety and welfare of all children whilst being changed and to safeguard both children and practitioners appropriate training will take place by the room leaders/ managers to ensure staff are trained on the nappy changing procedure.

### **Nappy changing procedure**

These procedures are to ensure the safety of both the children in our care and the Nursery staff.

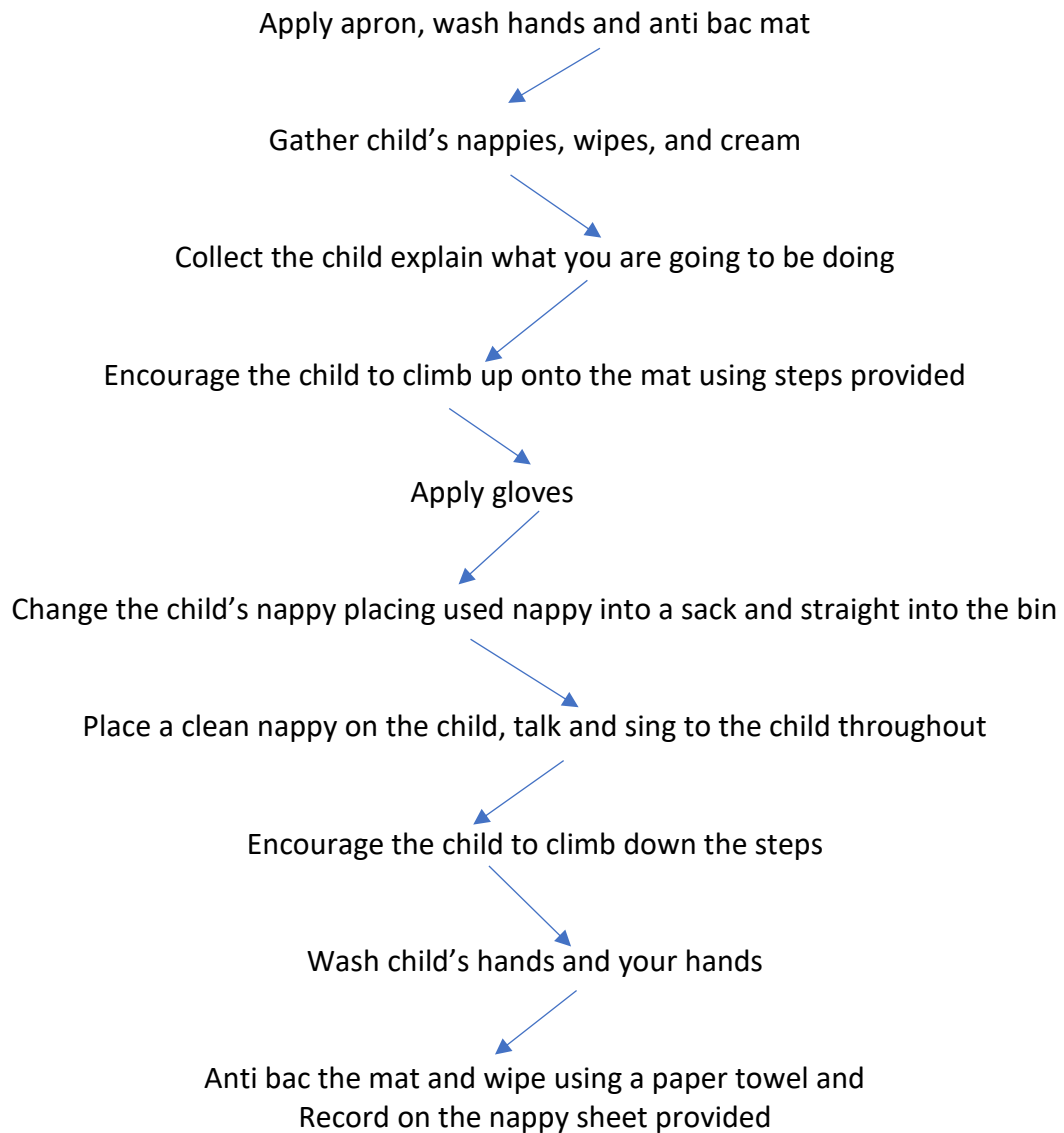
- A child's nappy should be checked on arrival at the nursery. If necessary, it should be changed immediately. If it does not need to be changed the time checked should still be noted on the nappy changing chart.
- All children should be changed as and when needed, but at least 3 times daily, morning, lunch and afternoon. Whenever possible the child should be changed by their key person or backup keyperson in their absence, NEVER by anyone who has not provided a satisfactory DBS. Never leave a child more than 3 hours without a nappy change.
- All nappy changes must be recorded by the member of staff responsible on the nappy sheet. It should also be recorded whether the nappy was W (wet) or S (soiled), time of nappy change and if the child has had cream applied, then signed by the member of staff/ key worker who has completed the change.
- A child should be changed immediately if they soil their nappy or it becomes wet.
- Only staff with a valid DBS check will be permitted to change nappies.
- When changing a nappy, staff members must wear a white disposable apron and disposable gloves. These must be removed after every nappy change, disposed of and new ones worn for the next nappy change.
- The mat must be disinfected before and after each nappy change, and the spray stored away from the children in a lockable child safe cupboard, and hands always washed after the change.
- Only nappy creams brought in by the parent/carers for their own child may be used on the child. Staff must record when a child is sore, and cream has been applied.

- Practitioners will liaise with parents if their supplies of nappies and wipes are running low, if necessary, nursery spare nappies will be used after a phone call to the parents to ensure that the make used is ok for the child.
- Should a member of staff have any concerns about a child they should follow the child protection procedures.
- The changing mat must be disinfected with anti-bacterial spray between each nappy change. Allow the mat to dry naturally or wipe it dry with a paper towel before changing the next child.
- Children must never be left unattended on the nappy changing stand.
- All children should be encouraged to use the steps to access the mat on the changing table, staff are not to lift heavy children onto the changing table.
- All nappies and wipes must be put into nappy sacks and disposed of in the nappy bin provided.
- All aprons and gloves must be disposed of in the correct bin provided.
- At the end of the day, or if the bin becomes full, the nappy bags need to be taken outside and placed in the big bins. An apron and gloves must be worn when doing this.
- Wash nappy bins on a Friday and leave to air by not replacing a bin liner and lid over the weekend.

### **Toilet training**

- Potties – staff are to give children privacy when using potties, by sitting them out of sight of passers-by and other children using the toilet area. After use staff need to dispose of the waste appropriately in a toilet, potties must be cleaned with anti-bac and put away immediately.
- We encourage children to take an interest in using the toilet, they may even just want to sit and talk to a friend.
- Children need to wash their hands after using the potty.
- Staff to liaise with parents and work together to support the child through toilet training when they are ready.
- Sticker charts and praise should be used.
- Always deal with accidents discreetly without drawing attention to the child who has had the accident.
- Always reassure the child that 'its ok, accidents happen' and that you are there to support them through this training.
- Soiling – if a child has a wetting accident, the soiled underwear needs to be placed in a nappy sack and then into the child's bag or on their peg immediately. Any child having a bowel movement accident needs to be cleaned appropriately, if the underwear is badly soiled, place in a nappy sack and keep in the toilet area until parent collects explain to the parent the condition of the underwear giving them to choice of keeping the underwear or allowing the staff to dispose appropriately in the yellow sack. The same procedure applies with any garments soiled with blood.
- Accidents should be cleaned away with disinfectant and the toilet mop ensuring all the other children are kept away from the contaminated area until the accident has been cleaned and disinfected.

**Nappy changing flow chart**





## HEALTHY EATING POLICY (FOOD AND DRINK)

### Policy statement

S4YC regard snack and mealtimes as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating. At snack and mealtimes, we aim to provide nutritious food, which meets the children's individual dietary needs.

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

### Procedures

- We follow these procedures to promote healthy eating in our setting.
- Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies. (See the Managing Children who are Sick, Infectious or with Allergies Policy.)
- Parents record information about their child's dietary needs on the Registration Form on iPAL parents sign the form to signify that it is correct.
- Parents will complete an individual health care plan for their child to record the dietary needs or allergies in more depth.
- We regularly consult with parents to ensure that our records of their children's dietary needs – including any allergies - are up to date. Parents sign the updated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all our staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.
- We plan menus in advance, involving children and parents in the planning.
- Where appropriate children will be involved in preparing food and snacks.
- We display the menus of meals/snacks for parents to view.
- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives, and colourings.
- Staff will discuss with children the importance of a balanced diet where appropriate.
- We include a variety of foods from the four main food groups:
  - meat, fish, and protein alternatives
  - dairy foods
  - grains, cereals, and starch vegetables
  - fruit and vegetables
- Fresh fruit is available for snack at all sessions.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and we are especially vigilant where we have a child who has a known allergy to nuts.

- Through discussion with parents and research reading, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.
- We provide a vegetarian alternative on days when meat or fish are offered and make every effort to ensure Halal meat or Kosher food is available for children who require it.
- We show sensitivity in providing for children's diets and allergies. We do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and adults participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- Children will be encouraged to develop good eating skills and table manners.
- All children will be given plenty of time to eat.
- Withholding food will not be used as a form of punishment.
- The setting will not regularly provide sweets for children.
- Children will not be forced to eat or drink something against their will.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- In accordance with parents' wishes, we offer children arriving early in the morning, and/or staying late, an appropriate meal or snack.
- We inform parents who provide food for their children about the storage facilities available in our setting.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For young children who drink milk, we provide whole pasteurised milk. Although we slowly introduce semi-skimmed milk from the age of two years; firstly, into meals and dishes, such as on cereal or in white sauces, before offering it as a drink, so that the transition is gradual.
- For each child under two, we provide parents with daily written information about feeding routines, intake, and preferences.
  
- *Packed lunches*
- Where we cannot provide cooked meals and children are required to bring packed lunches, we:
  - Ensure perishable contents of packed lunches are refrigerated or contain an ice pack to keep food cool.
  - Inform parents of our policy on healthy eating.
  - Encourage parents to provide sandwiches with a healthy filling, fruit, and milk-based deserts, such as yoghurt or crème fraîche, where we can only provide cold food from home. We discourage sweet drinks and can provide children with water.

- Discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks, and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort.
- Provide children bringing packed lunches with plates, cups, and cutlery; and
- Ensure that adults sit with children to eat their lunch so that the mealtime is a social occasion.

#### **Legal framework**

- Regulation (EC) 853/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs.

#### **Further guidance**

- Safer Food, Better Business (Food Standards Agency 2011)
- Nutritional Guidance for the Under Fives (Pre-school Learning Alliance 2009)
- The Early Years Essential Cookbook (Pre-school Learning Alliance 2009)
- Healthy and Active Lifestyles for the Early Years (Pre-school Learning Alliance 2012)

## **FOOD HYGIENE**

### **Policy statement**

S4YC provide and/or serve food for children on the following basis:

- Snacks.
- Meals.
- Packed lunches.

We maintain the highest possible food hygiene standards regarding the purchase, storage, preparation and serving of food.

We are registered as a food provider with the local authority Environmental Health Department.

### **Procedures**

- Our staff with responsibility for food preparation understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to our setting. This is set out in Safer Food, Better Business (Food Standards Agency 2011). The basis for this is risk assessment of the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- All our staff follow the guidelines of Safer Food, Better Business.
- All our staff who are involved in the preparation and handling of food have received training in food hygiene.
- The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently. (See Safer Food, Better Business)
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents, or mould.
- Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
- Food preparation areas are cleaned before and after use.
- There are separate facilities for handwashing and for washing-up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc. are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
  - Are always supervised.
  - Understand the importance of hand-washing and simple hygiene rules.
  - Are kept away from hot surfaces and hot water; and
  - Do not have unsupervised access to electrical equipment, such as blenders etc.

### **Reporting of food poisoning**

- Food poisoning can occur for several reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
  - Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within our setting, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.
  - We notify Ofsted (Estyn) as soon as reasonably practicable of any confirmed cases of food poisoning affecting two or more children looked after on the premises, and always within 14 days of the incident.
- 
- **Legal framework**
  - Regulation (EC) 853/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs
- 
- **Further guidance**
  - Safer Food Better Business (Food Standards Agency 2011)

### **BREASTFEEDING POLICY (PRESCHOOL / NURSERY)**

We aim to make mothers feel comfortable in S4YC preschools or nursery should they wish to breastfeed their babies whilst here.

#### **Partnerships with parents:**

We display the breastfeeding welcome sign within the nursery:

Staff will provide the mother with a comfortable seat this could be anywhere within the nursery or somewhere private if necessary.

We will provide hand washing facilities, expressed milk must be labelled clearly and can be stored in the settings fridge or may be brought in frozen where we would follow guidance.

The babies feeding routine will be displayed, where the mother and key person will decide together when the mother will come into breastfeed/ express. This may be verbal or written form but verbal discussion must be recorded on a record of contact by the child's key person.

The baby will be given cooled down water before feeds.

#### **Key person:**

Shares important information recorded which includes the time of feeds, amount of milk, and who it has been given by, this can then be shared verbally or written with the parents.

The key worker will have clear communication with parents regarding labelling i.e. date and time when milk was expressed.,

#### **Preparation:**

Good hygiene is paramount before and after preparation of feed. If breast milk is frozen it is to be defrosted by swirling in a bowl of warm water do not microwave or put in hot water.

Milk to be given following parents' wishes i.e. from the fridge room temperature or heated by a bottle warmer.

Any used milk will be discarded, bottles to be rinsed and returned to the parent.

#### **Storage**

Breast milk can be stored in the main body of the fridge or if frozen in the freezer. This will have to be transported in an insulated cool bag. If milk shows any sign of thawing do not freeze.

Fridge/freezers are monitored every day for temperature control measures and recorded.

### **BOTTLE FEEDING AND STERILIZING POLICY (PRESCHOOL / NURSERY)**

We aim to follow each child's individual feeding pattern whilst they are at nursery. Parents are asked to share information about their child's feeding pattern with staff and to update staff as and when there are any changes. All bottle-fed babies, parents / carers must complete an 'All about me' form which clearly states the number of feeds per day, times of feeds and the quantity (ml/oz.) These forms must be updated as and when needed

- The current Department of Health guidance states that, each bottle should be made up fresh for each feed as storing pre-made up formula milk may increase the chance of a baby becoming ill and should be avoided.

Our guidance for parents is as follows: -

- Parents to supply pre-sterilised bottles.
- There must be one bottle per feed, per day
- Parent must provide the unopened formula tin of powdered milk, clearly labeled with the child's name and how many oz milk that is to be made up.
- Once the milk powder is running low practitioners must inform the parents and cares so a new pot can be brought into the setting.
- All bottles must be clearly labelled with the child's full name
- Practitioners will be trained upon induction how to correctly make up a bottle feed.

#### **Warming bottles**

- Bottles should be warmed using a bottle warmer only in the designated area.
- Prior to serving to the child you must shake the bottle well to ensure it is heated evenly
- Practitioners must check the temperature to ensure it is not too hot or too cold for the baby to feed.

#### **Procedure**

Staff procedure for making bottles:

- Wash hands with soap and water and then dry
- Boil fresh tap water in a kettle
- Important: Allow boiled water to cool to no less than 70°C. This means in practice using water that has been left covered for less than 30 minutes after boiling
- Pour the correct amount of boiled water required into the sterilized bottle
- Measure out the correct amount of formula needed
- Seal and shake the bottle well to mix contents
- Cool quickly to feeding temperature by holding under a running tap or placing in a container of cold water
- Check the temperature by shaking a few drops onto the inside of your wrist- it should feel lukewarm, not hot
- Discard any feed that has not been used within one hour

### **Sterilising**

- All feeding utensils (spoons and drinking cups) must be sterilized for all children under one year using a sterilizer.
- Staff must consult with parents when the child turns one to ensure they are happy for the nursery to stop sterilizing.
- A child may have a health condition/ or other reason why sterilizing must continue.

### **Introducing Cow's Milk**

- Current guidelines state that children from their first birthday can be given cow's milk as a drink rather than formula and/or breast milk.
- Prior to this cow's milk products (yoghurt, cheese etc.) may be introduced in food from 6 months. Cow's milk is normally introduced slowly to allow the child's system to adapt.
- Staff must consult with parents when the child turns one to ensure they are happy for the nursery to introduce cow's milk to the child.

Further guidance/reading - [www.food.gov.uk](http://www.food.gov.uk) - The Food Standards Agency -  
<https://www.food.gov.uk/> - The Department of Health -  
<https://www.gov.uk/government/organisations/department-of-health>



## **WEANING POLICY (PRESCHOOL/ NURSERY)**

*'S4YC aims to support both the child and parent when going through the weaning process. Through good communication and working with the needs of the child we will help the children develop a love for food and a healthy diet.'*

When weaning is it important to start when the child is ready and be aware of potential and known allergies, which is why our policy is based on the NHS advice which can be found at: <http://www.nhs.uk/Conditions/pregnancy-and-baby/Pages/solid-foods-weaning.aspx>.

We work closely with the parent throughout this process to ensure the best experience and nutrition for the child.

We will ensure all staff who feed babies are level 1 Food Safety qualified and those who prepare the food will be level 2 Food Safety qualified.

We use the following signs and input from the parents to decide when a child is ready to start weaning:

- From 6 months old, babies are generally ready to start weaning
- They can stay in a sitting position and hold their head steady
- They can co-ordinate their eyes, hands and mouth
- They can swallow food (if they are not ready, they will push food back out with their tongue)
- They may start to chew their fists
- They may wake in the night when they have previously slept through
- They may want extra milk feeds

Initially babies will not have three meals a day and eat when suits them. By the time they are 8-9 months old they will move towards three meals a day and once they are 12 months, they will have three meals a day.

When we start the weaning process, we will:

- Supervise and stay with the baby when they are eating in case of choking.
- Let your baby explore the food (e.g. touching).
- Allow your baby to feed themselves when they show interest (also known as baby led weaning).
- When feeding them with a spoon we will wait until they open their mouths and show us, they are ready.
- Start by offering just a few teaspoons of food once a day.
- Cool hot food and test it before feeding.
- Have a clear communication system where we share with the parent what they have tried and vice versa. We will not give a child any of the key allergen foods until they have tried them at home.
- When introducing a new food, this will be done gradually and only one new food source at a time. We will supervise closely and look for any allergy reactions.

## **Stages of Weaning**

### Stage 1:

We will start with puree or mashed fruit and vegetables e.g. sweet potato, carrot, apple, pear which will be all soft cooked and cooled before eating. We may introduce baby rice or baby cereal in with your baby's usual milk. Once they are ok and with parental permission, we will introduce soft cooked meat (chicken and fish), pasta, noodles, toast, rice, and mashed hard-boiled eggs. They will also be allowed full-fat dairy products such as yogurt and custard.

### Stage 2:

Finger food will be introduced. Foods that they can grab and encourages them to chew e.g. banana, soft toast. We may also move toward more mashed foods rather than puree.

### Stage 3:

When your child is ready, they will join in with the main school nursery food which is cut up into small pieces for them. We may use the main nursery food during the weaning process but mash when appropriate. All our meals are nutritious and part of a healthy balanced diet.

- Baby led weaning – we understand that some parents may follow baby- led weaning at home, however due to the adult: child ratios being 1:3 to reduce the risk of choking we do not follow this approach.
- Babies can have finger foods as part of their weaning journey when they are developmentally ready for this stage of weaning. This is to be agreed by parents.
- Food is prepared and blended to the child's correct weaning stage and is not reheated
- Parents can bring their own food in a sealed jar or pouch
- Jars and pouches, can be reheated according to the, manufactures guidance.

Allergy policy to be followed

## **Cups and drinks**

From 6 months old, we will introduce a cup and offer sips of water with meals. Families provide the drinks cups. From 12months onwards we introduce open top cups.

## **Key allergens**

We will not include these items in the children's weaning process until they have been tried at home, cow's milk, eggs, wheat, gluten, nuts, peanuts, peanut products, seeds, celery, fish, and shellfish.

### SAFE SLEEP POLICY

The safety of sleeping children is paramount. Our policy follows the advice provided by the cot death society and lullaby trust to minimise the risk of sudden infant death. We make sure that:

- Babies are placed on their backs to sleep if a baby has rolled onto their tummy, you should turn them onto their back again, however once a baby can roll from back to front and back again, they can be left to find their own position.
- Babies and toddlers are never put down to sleep with a bottle to self-feed.
- Babies/ toddlers are monitored visually when sleeping to check for chest movements, staff to use fingers under nose to feel for breath.
- Checks are recorded every 10 minutes on a sleep chart and babies are always never left in a separate sleep room without staff supervision.
- When monitoring, the staff member looks for the rise and fall of the chest and if the sleep position has changed.
- As good practice we monitor all children during the first few weeks every five minutes until we are familiar with the child and their sleeping routines. To offer reassurance to them and families.

We provide a safe sleeping environment by monitoring the room temperature this should be between 16- 21°C

- Hoods, jeans, shoes and bibs are to be removed before any child is put /placed down to rest to prevent over heating
- Dummy clips are not used whilst children are sleeping or at any point during the day
- **Babies are not to sleep in prams/car seats or baby bouncer chairs, if they fall asleep on an outing they are to be moved safely into a cot, bed or on to a sleep mat.**
- Clean light bedding/ blankets are to be used.
- No cot bumpers or cluttering cots with soft toys, although comforters will be given when required staff will assess the safety of such items and these will be removed once the baby/ toddler has fallen asleep if staff feel they will pose any hazards to the child whilst they are sleeping.
- Blankets are not placed over cots to ensure that we can always see the child and to ensure the blanket cannot fall onto the child.
- We ask parents to share the details of their child's sleep routine with the child's key person when the child starts at nursery, these are reviewed and updated as the child transitions to the next phase group or a child's routine changes. During settling in we explain our sleep policy a copy of this is given to the parents with the All About Me forms.
- We recognize parents' knowledge of their child regarding sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will.
- Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

#### **Safe Sleep Procedure**

- Sleep times and routine discussed with parent/carer
- Clean bedding to be placed onto the bed/ cot, this will be used once then washed.
- Childs hoods, shoes, bibs and jeans will be removed before being placed down to sleep
- Child/ baby will be placed at the bottom of the cot

- Light bedding will be secured to prevent the baby/ child from pulling over their head.
- Child will be settled to sleep. (work with parents about how the baby/child falls asleep at home)
- Staff to check baby/ child every 10 minutes and record on sleep chart
- When the child awakes bedding will be placed in the washing and sleep matts sprayed with anit-bac before being put away
- The times that a child has slept is fed back to parents.

## PROMAOTING POSITIVE BEHAVIOUR

### **Policy statement**

S4YC believe that children flourish best when their personal, social, and emotional needs are understood, supported, and met and where there are clear, fair, and developmentally appropriate expectations for their behaviour.

Working in partnership with parents, we aim to manage behaviour using clear, consistent, and positive strategies.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places, and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate, and manage their actions.

The manager is the designated person responsible for behaviour management within their setting. Each setting has age appropriate rules that are incorporated into the daily routine to support children of all ages, giving them an understanding of what is expected.

### **Procedures**

In order to manage children's behaviour in an appropriate way within each of S4YC settings (Preschool / Nursery / Out of School Club / Mother and Toddler groups) we will:

- Attend relevant training to help understand and guide appropriate models of behaviour.
- Implement the setting's behaviour procedures including the stepped approach.
- Have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary

#### *Stepped approach*

##### **Step 1**

- S4YC staff will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures.
- All S4YC staff will be knowledgeable with and apply the setting's procedures on Promoting Positive Behaviour appropriate to the age of children being cared for.
- S4YC Managers will undertake an annual audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied. (A useful guide to assessing the well-being of children can be found at [www.kindengezin.be/img/sics-ziko-manual.pdf](http://www.kindengezin.be/img/sics-ziko-manual.pdf))
- S4YC will ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

**Step 2**

- S4YC staff will address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern, then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator, and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remains a concern, then the key person and SENCO should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting, then the behaviour coordinator will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified, then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

**S4YC Out of School Clubs**

- For children who attend S4YC Out of School Clubs staff will consult with parents to formulate clear strategies for dealing with persistent inappropriate behaviour.
- S4YC Out of School Clubs staff will try to mirror the Schools Positive Behaviour policy to promote consistency for the children Reception age and above.

All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

**Step 3**

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may be agreed that the Common Assessment Framework (CAF) or Early Help process should begin, and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy. It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See Supporting Children with SEN policy)
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

### **Out of School Club**

- If after consultation with parents and the implementation of behaviour management strategies, a child in Out of School Club continues to display inappropriate behaviour, the setting may decide to exclude the child in accordance with the S4YC **Suspensions and Exclusions** policy. The reasons and processes involved will be clearly explained to the child.

### **Equipment / Resources**

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

### **Initial intervention approach**

- S4YC use an initial problem-solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- Conflict Resolution process provides this type of approach but equally any other similar method would be suitable (i.e. 1,2,3 approach). Periodically the effectiveness of the approach will be checked as one method does not suit all children it needs to be addressed dependent on the child's individual development and understanding.

### **Focused intervention approach**

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where staff have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows the key person and behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- S4YC follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

### **Use of rewards and sanctions**

- All children need consistent messages, clear boundaries, and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used, then the type of rewards and their functions must be carefully considered before applying.

- Children should never be labelled, criticised, humiliated, punished, shouted at, or isolated by removing them from the group and left alone in ‘time out’ or on a ‘naughty chair’. However, if necessary, children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

### **Use of physical intervention**

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child’s attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child’s behaviour unless it is necessary to use ‘reasonable force in order to prevent children from injuring themselves or others or damage property’ (EYFS).
- If ‘reasonable force’ has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded on an incident form as soon as possible within the child’s file, which states clearly when and how parents were informed. This may be used to build a pattern of behaviour which may indicate and unknown underlying cause.
- Where causes of incidents indicate possible abuse, children protection procedures will be implemented.
- If staff are not confident about their ability to contain a situation, they should call the manager or, in extreme cases, the police.
- Corporal (physical) punishment of any kind should never be used or threatened.

### **Challenging Behaviour/Aggression by children towards other children**

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated person will contact children’s social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child’s challenging behaviour is an indication that they themselves are being abused.
- The designated person will make a written record of the incident, which is kept in the child’s file, in line with the *Safeguarding children, young people and vulnerable adults’* policy.
- The designated person should complete a risk assessment related to the child’s challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting’s response to the incident.
- Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.



### **Challenging unwanted behaviour from adults in the setting**

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group (with regards to race, gender, disability, age or religion). This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained, and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

### **Further guidance**

- Special Educational Needs and Disability Code of Practice (DfE 2014)
- Behaviour Matters (Pre-school Learning Alliance 2016)
- CIF Summary Record (Pre-school Learning Alliance 2016)

**BEHAVIOUR MANAGEMENT FOR BABIES & TODDLERS**  
**(Preschool / Nursery / Creche / mother and toddler)**

S4YC Preschools and Nurseries aim to enable all children to develop confidence, self-esteem, and a positive attitude towards their own learning and towards others.

We aim to ensure that all staff work in an environment where there is mutual respect, and where there is a good understanding of the developmental needs of babies and toddlers.

We believe in working closely with parents/carers, as this enables a consistent approach to behaviour management. If there is a concern about behaviour the key person/staff will follow the strategies parents are carrying out at home or give support by offering age appropriate strategies to follow if they are struggling and have nothing in place.

**OUR BELIEFS ABOUT CHILDREN'S BEHAVIOUR**

S4YC believe that behaviour is learnt, and we can therefore teach babies and toddlers to be kind through staff acting as positive role models. The way this is encouraged is through age appropriate planning, resources and play etc. In addition to this we like to ensure one to one time is spent between the key child and key person daily.

Babies learn and develop through their senses; a main way that babies do this is by exploring using their hands and mouth. The reason they do this is because this mouth is where most nerve endings are, and they use this to feel the different textures in their environment. However, this may mean on occasions that they may bite others (this can also happen when teething). Please see our Biting Policy. In our rooms we have a variety resources that we encourage babies to use when they wish to explore using their mouths, such as teething rings, teething dummies.

**OUR ENVIRONMENT**

In order to achieve our aims, we will:

Provide an age appropriate environment with stimulating activities, following the individual interests and level of development for each child, using observations in our planning.

Ensure that the environment is safe, attractive, welcoming, inviting, and include activities for babies or toddlers depending on the room that focus on their interests and their choices

Encourage good communication between staff to ensure the smooth running of sessions.

**ADULTS**

Adults are always expected to be a positive role model to children, i.e. Turn-taking, sharing and general social skills. Alongside parents/carers we will have a consistent, calm, and friendly approach when dealing with undesirable behaviour. When this is not having the desired affect staff will use the 1,2,3, approach dependent on the child's understanding and development.

**PARENTS AND CARERS**

We offer an open-door policy to all parents/carers in which they can discuss any issue or concern in confidence or private with the key person or management team.

To enable us to have clear consistent communication with parents/carers, emails through iPAL, Learning Book, notice boards, daily reports, newsletters, parent/carer evenings and events days are also provided. We will also take into consideration the strategies used at home to deal with undesirable behaviour in line with our Preschool / Nursery policy.

The Incident and Accident Books are confidential and should only be shown to the parents of the child who has displayed challenging behaviour. When staff are talking to parents about an incident, please refrain from naming the other child involved. The parent should be spoken to confidentially away from any other parents to provide privacy.

### **MANAGING INAPPROPRIATE BEHAVIOUR**

- Staff should never use any form of physical punishment, restraint, or humiliation when dealing with undesirable behaviour.
- Whilst in the Preschool / Nursery, staff should use a gentle, calm tone, and child friendly and age appropriate language when dealing with undesirable behaviour.
- Always keep calm; never show that undesirable behaviour has had any impact on you. Remember not to blame the child but the behaviour.

Our approach is to give praise to babies and toddlers in order to promote positive behaviour or distract them to stop undesirable behaviour. On occasion it may be necessary to separate babies or toddlers from one another or a situation where they are causing each other distress. If this has been necessary, we will inform the parent/carer at pick up. It will be noted within the room's message book to be relayed through feedback at the end of the day.

In the baby and toddler rooms/setting within the Preschool / Nursery we have an Incident Form. If your child displays undesirable physical behaviour it will be noted in the Baby / Toddler / Room or Setting on an Incident form which is individual to the child. This is used for records of any form of undesirable physical behaviour that occurs during the day and may show a pattern or trigger which provoke the child's negative behaviour helping the staff to put strategies into place. The parent/carer will be asked to read an account of what happened and then sign the form when collecting their child.

The incident form is also counter signed by management allowing them to see if there are patterns or triggers. The content of the form is kept confidential and will not be available to other parents/carers to read, due to the sensitive information it contains and our Data Protection Policy.

### **SPECIAL EDUCATIONAL NEEDS**

If a child has a special educational need and if there are also issues with their behaviour, we will work closely with parents/carers and outside agencies to come up with strategies to help with the situation.

## **BITING POLICY**

S4YC understands that biting is a common behaviour that some young children experience, and it occurs more often amongst children under the age of five and in group situations such as preschool or nursery, mother and toddler groups or other social situations. The need or motivation for one child to bite another is just part of some children's development journey, where they do not yet have the words to sufficiently communicate common emotions such as anger, frustration or need.

Evidence suggests that up to a quarter of all incredibly young children will bite others at some stage. We understand that this is a difficult situation for parents whether it is your child that has been bitten or your child that has been responsible for biting others.

Children bite for many reasons and we aim to handle any biting incident with respect and sensitivity for all involved. It is S4YC preschool / nursery / and Out of School club policy to deal with each biting incident on a case by case basis making sure that parents / carers involved are kept up to date with what is happening, but at the same time respecting the confidentiality of the children involved. This ultimately means that we are not able to divulge the identity of any child involved in a biting incident.

This policy has been created to help prepare staff and parents/carers for the possibility of experiencing a biting incident and to help put into perspective and give some proportion to what an upsetting experience for all can be concerned.

### **WHY DOES BITING HAPPEN?**

Whilst biting is more common at nursery / preschool / and Out of school club or in other group situations than at home, a biting incident is not a negative reflection on the biter, the staff or the preschool / nursery and Out of School club. We have very clear behavioural expectations at S4YC preschool / nursery and Out of School club, children are expected and encouraged to share, wait their turn, be respectful and play happily together.

However, incredibly young children often do not have the coping mechanisms, nor the self-regulation, skills which adults and older children have that help us to diffuse and express our emotions in socially acceptable ways. Young children may resort to hair pulling, hitting, and biting which is upsetting for us, but at the same time, developmentally normal. The most common reasons for biting are:

- Teething and Painful Gums – swelling gums can be painful and cause discomfort; this can be relieved by biting or chewing.
- Physical Exploration – babies and young children explore the world around them using their senses and young children do not always know the difference between gnawing on a toy and biting someone.
- Seeking Attention – when children are in situations where they feel they are not receiving enough attention; biting is a quick way of becoming the centre of attention.
- Expressions of Frustration – children can be frustrated by several things, such as wanting to be independent and doing things for themselves. Unfortunately, they do not have the vocabulary to express themselves clearly and this can sometimes lead to biting as a way of dealing with the frustration.

### **WHAT IS OUR PROCEDURE FOLLOWING A BITING INCIDENT?**

First and foremost, preschool / nursery and Out of school club management will work with each parent/carer, the children, and the staff team to discover why a child is biting and to comfort and reassure the child who has been bitten. This may have been an isolated incident, but we will always record the incident to examine what happened just before the incident or if there were any behavioural trends.

Once we have identified the possible trigger for the biting incident, we will then make changes to reduce or remove the cause. For example, we may buy duplicates of favourite toys to prevent disputes; or in exceptional circumstances and for a brief period a member of staff may be appointed

to provide a few one to one care sessions for the biter, to help with their behavioural needs, and to encourage them to find different ways to express themselves.

S4YC procedure in the event of a biting incident is as follows:

- The child who has been bitten will be comforted and reassured and where needed, first aid will be administered.
- The bite wound will be washed thoroughly cleaned with an antiseptic wipe. If the wound is bleeding, it will be allowed to bleed further before a waterproof dressing is applied.
- If the bite has broken or bruised the skin, parents/carers will then be contacted so that they are aware that your child has been bitten and appropriate action can be taken, involving perhaps a visit to the GP or in serious cases an Accident and Emergency Department.
- The child that has bitten will also be examined to ensure their own health and safety.
- We will talk to the child who has bitten, age appropriately, and try to help the child understand that there are other ways to express themselves and deal with the situation. We may help them to find something nice to do for the child that they have bitten.
- We will ensure that the biting child understands that such action (the behaviour and not the child) is unkind and makes staff and the child who has been bitten upset. The child may be asked to apologise, as appropriate, or show they are sorry, e.g. through hugging.
- Incident and accident forms are filled out for both children. The parent/carer of the child who received the bite will be informed by the signing of the accident form.
- Incident and accident records will be reviewed by the Keyperson, Preschool / Nursery SENCO and the Manager to determine if there is a pattern of consistent biting. When biting has become a pattern of behaviour, we will shadow and observe the individual child, looking for 'triggers'.
- In certain cases, we may seek professional advice from local behavioural experts or regional special needs co-ordinators. This will always be initiated in partnership with the permission of parents and carers.

## **SUMMARY**

S4YC will work in partnership with parents / carers to support any behaviour management techniques and use them at home as well as at preschool / nursery and Out of school club. Please remember that staff cannot give you any information about any other children in the preschool / nursery and Out of school club and cannot disclose who has bitten your child or who your child has bitten. Incredibly young children do not bite maliciously, they bite because they don't know how else to act or react. Whilst most parents/carers understand this, there are cases in which parents/carers of the bitten child are naturally very angry about the incident. Conversely, the parents/carers of a child who bites feel very upset and sometimes guilty about the situation. Revealing identities in these emotionally charged circumstances would be unfair and serve no real purpose.

We would like to emphasise that although biting and overly aggressive behaviour is quite common and normal amongst small children, we work very hard not only in dealing with bites when they happen, but also at finding methods of prevention: keeping children active, working in smaller groups, observing and shadowing a child and perhaps offering soothing activities designed to lessen aggressive and boisterous behaviour.

If a child's re-occurring behaviour, such as biting, is having a negative impact on their experience at nursery, we will work closely with all involved to attempt to resolve these issues. S4YC preschool /nursery and Out of school club are well trained and resourced in the areas of behaviour management and special needs, and we can also draw upon external expertise to inform our options. Overall, it is important that all parties involved work closely together. Each case will be different, as will the resolution. Please feel free to arrange time to talk with your child's Keyperson or Preschool / Nursery / Out of school club Manager should you have any questions.

## **ANTI-BULLYING POLICY**

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

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

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

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive, and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to reflect the child's emotional well-being, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long-term behaviour. This label can stick with the child for the rest of their life. S4YC defines bullying as the repeated harassment of others through emotional, physical, psychological, or verbal abuse.

### **Physical:**

Pushing, scratching, spitting, kicking, hitting, biting, taking, or damaging belongings, tripping up, punching, or using any sort of violence against another person.

### **Psychological:**

Behaviour likely to create a sense of fear or anxiety in another person.

### **Emotional:**

Being deliberately unkind, shunning or excluding another person from a group or tormenting them. For example, making another person feel 'left out' of a game or activity, passing notes about others or making fun of another person.

### **Verbal:**

Name-calling, put-downs, ridiculing or using words to attack, threaten or insult. For example, spreading rumours or making fun of another person's appearance.

### **Preventing bullying behaviour**

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

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

### **Responding to bullying behaviour**

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

#### **PROCEDURE:**

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

All incidents of bullying will be reported to the manager and will be recorded on an Incident form and logged. The manager and other relevant staff will review the setting's procedures in respect of bullying, to ensure that practices are relevant and effective.

## **SUSPENSION and EXCLUSION POLICY**

S4YC will deal with negative and inappropriate behaviour by using constructive behaviour management techniques. We will involve staff, parents, and children to tackle disruptive and challenging behaviour collectively.

We acknowledge that some children will require additional support in order to achieve acceptable levels of behaviour. Where we identify a child with these needs, we will work closely with the parents or carers to deal with the inappropriate behaviour in accordance with our **Behaviour Management** policy.

### **PROCEDURE**

Where a child *persistently* behaves inappropriately, we will implement the following:

1. Give the child a formal warning; staff will explain why the behaviour is unacceptable along with the consequences of further incidents.
2. Staff will encourage the child to discuss their behaviour, to explain their actions and to identify strategies for avoiding such incidents in the future.
3. Details of formal warnings, suspension and exclusions will be recorded on an **Incident Record** and kept in the child's records.
4. The formal warning will be discussed with the child's parents, and all staff will be notified.

Staff will inform the manager if a child's behaviour warrants suspension or exclusion.

We will only suspend or exclude a child from the Club as a last resort when all other behaviour management strategies have failed or if we feel that children or staff are at risk.

Suspension and exclusions will be fair, consistent, and appropriate to the behaviour concerned, and will take account of the child's age and maturity as well as any other factors relevant to the child's situation.

### **Temporary Suspensions**

Temporary suspensions will be applied in the following situations:

- Where formal warnings have failed to improve a child's persistent, challenging, and unacceptable behaviour.
- In the event of an extremely serious or dangerous incident we will suspend a child with immediate effect. We will contact the parents and ask that the child be collected immediately. Immediate suspensions require the manager's/owner's agreement.

The Club may temporarily suspend the child for a period of up to 15 consecutive days. If the Club takes this step, we will discuss our concerns with the parents/carers in order to work together to promote a more desirable pattern of behaviour.



At the end of the suspension period the owner/manager will meet with the parents/carers and the child, in order to agree any conditions relating to the child's return to club.

### **Permanent Exclusion**

In exceptional circumstances, and only when all other attempts at behaviour management have failed, it may be necessary to permanently exclude a child from the setting.

If a child is excluded from the Club, the parents/carers will be given a verbal and written explanation of the issues and subsequent actions. They have the right to appeal to **S4YC** against the exclusion within the 14 days of receiving written notification of the exclusion.

## **HEALTH AND SAFETY GENERAL STANDARDS**

### **Policy statement**

S4YC believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents, staff, and volunteers aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Staff are competent to carry out these responsibilities.
- Staff have undertaken health and safety training and regularly update their knowledge and understanding.
- We display the necessary health and safety poster in an appropriate location visible to all staff

### **Insurance cover**

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in:

### **Procedures**

#### **Awareness raising**

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

#### **Windows**

- Low level windows are made from materials that prevent accidental breakage or we ensure that they are made safe.
- We ensure that windows are protected from accidental breakage or vandalism from people outside the building.
- Our windows above the ground floor are secured so that children cannot climb through them.
- We ensure that any blind cords are secured safely and do not pose a strangulation risk for young children.

### **Doors**

- We take precautions to prevent children's fingers from being trapped in doors.

### **Floors and walkways**

- All our floor surfaces are checked daily to ensure they are clean and not uneven, wet, or damaged. Any wet spills are mopped up immediately.
- Walkways and stairs are left clear and uncluttered.
- Stair gates are in place at the entrance to kitchen spaces and changing areas attached to open rooms.

### **Electrical/gas equipment**

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

### **Storage**

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

### **Outdoor area**

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

### **Hygiene**

- We seek information from the Public Health England to ensure that we keep up to date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.

- We have a daily cleaning routine for the setting, which includes the playroom(s), kitchen, rest area, toilets, and nappy changing areas. Children do not have unsupervised access to the kitchen.
- We have a schedule for cleaning resources and equipment, dressing-up clothes, and furnishings.
- The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.
- We implement good hygiene practices by:
  - Cleaning tables between activities.
  - Cleaning and checking toilets regularly.
  - Wearing protective clothing - such as aprons and disposable gloves - as appropriate.
  - Providing sets of clean clothes.
  - Providing tissues and wipes; and
  - Ensuring individual use of flannels, towels, and toothbrushes.

### **Activities, resources, and repairs**

- Before purchase or loan, we check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.
- We keep a full inventory of all items in the setting for audit and insurance purposes.
- The layout of our play equipment allows adults and children to move safely and freely between activities.
- All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- We make safe and separate from general use any areas that are unsafe because of repair is needed.
- All our materials, including paint and glue, are non-toxic.
- We ensure that sand is clean and suitable for children's play.
- Physical play is constantly supervised.  
We teach children to handle and store tools safely.
- We check children who are sleeping at regular intervals of at least every ten minutes. This is recorded with the times checked and the initials of the person undertaking the check.
- If children fall asleep in-situ, it may be necessary to move or wake them to make sure they are comfortable.
- Children learn about health, safety, and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired, it is discarded. Large pieces of equipment are discarded only with the consent of the manager and the management team.

### **Jewellery and accessories**

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

### Safety of adults

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

### Control of substances hazardous to health

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

### Legal framework

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

### Further guidance

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

## **MAINTAINING CHILDRENS SAFETY AND SECURITY ON PREMISES**

### **Policy statement**

S4YC maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

### **Procedures**

#### Children's personal safety

- We ensure all employed staff have been checked for criminal records via an enhanced disclosure with children's barred list check through the Disclosure and Barring Service.
- Adults do not normally supervise children on their own.
- All children are always supervised by adults.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

#### Security

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults – staff, volunteers, and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- We only allow access to visitors with prior appointments unless authorised at the managers discretion e.g. unannounced parent show around.
- Our staff check the identity of any person who is not known before they enter the premises.
- We always keep front doors and gates locked shut. Back doors are always kept locked shut where they may lead to a public or unsupervised area.
- We have installed entry phones and 'spy holes' in the main door at a suitable height in some of our settings.
- The personal possessions of staff volunteers are securely stored during sessions.
- Minimal petty cash is kept on the premises.

## SUPERVISION OF CHILDREN ON OUTINGS AND VISITS

### **Policy statement**

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

### **Procedures**

- All off site activity has a clearly identified educational purpose with specific learning and development outcomes.
- There is a designated lead for each excursion who is clear about their responsibility as designated lead these must have a level 3 qualification and a up to date first aid certificate.
- We ask parents to sign a general consent on registration for their children to be taken out on local short outings as a part of the daily activities of the setting. This general consent details the venues used for daily activities.
- We assess the risks for each local venue used for daily activities, which is reviewed regularly.
- We always ask parents to sign specific consent forms before major outings; and the risks are assessed before the outing takes place.
- Our manager and all staff taking part in the outing sign off every risk assessment.
- Children with allergies or other specific needs have a separate risk assessment completed i.e. child with allergies visiting a supermarket.
- An excursion will not go ahead if concerns are raised about its viability at any point.
- For settings who operate Forest School sessions: A separate Forest School risk assessment is conducted, and Forest School standard procedures are always followed. The designated lead is always a level 3 trained Forest practitioner.
- Any written outing risk assessments are made available for parents to see upon request.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and the type of venue, as well as how it is to be reached.
- Ratios for outing reduce by at least half for example 1:8 for over 3s on outings becomes 1:4. Wherever possible ratios are reduced to 1:2.
- A minimum of two staff accompany children on outings. Unless the whole setting is on an outing, a minimum of two staff also remain behind with the rest of the children.
- Named children are assigned to individual staff member to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children.
- Staff frequently count their designated children and ensure hands are held when on the street and crossing the road.
- Parents who accompany us on outings are responsible for their own child only. Where parents have undergone vetting with us as volunteers, they may be included in the adults to child ratio and have children allocated to them.
- Outings are recorded in an outings record book kept in the setting, stating:
  - The date and time of the outing.
  - The venue and mode of transport used.
  - The names of the staff members assigned to each of the children.
  - The time of return.

- We take a setting mobile phone only on outings no personal phone will be taken, as well as supplies of tissues, wipes, spare clothing and nappies, medicines required for individual children, a mini first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for.
- We apply sun cream to children as needed and ensure they are dressed appropriately for the type of outing and weather conditions.
- We take a list of children with us with contact numbers of parents/carers, as well as an accident book and a copy of our Missing Child Policy.
- We provide children with badges or 'high viz' vests to wear.



## RISK ASSESSMENT

### **Policy statement**

S4YC believe that the health and safety of children is of paramount importance. We make our settings a safe, secure and healthy place for children, parents, staff and volunteers by using our risk assessment systems to assess and minimise the hazards and risks to enable the children to thrive in a healthy and safe environment. All staff are expected to undertake risk assessments as part of their routine tasks.

Risk assessment means:

*Taking note of aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to.*

The law does not require that all risk be eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk. Under the Management of Health and Safety at Work Regulations 1999, S4YC settings must carry out regular risk assessments and take any actions arising from these. It is the responsibility of the manager to ensure that risk assessments are completed, logged, and monitored.

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

Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures – they are the ones with first-hand knowledge as to whether the control measures are effective – and they can give an informed view to help update procedures accordingly.

This policy is based on the five steps below:

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

## Procedures

- Our managers undertake training and ensure our staff and volunteers have adequate training in health and safety matters.
- Our risk assessment process covers adults and children and includes:
  - Determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors.
  - Checking for and noting hazards and risks indoors and outside, in relation to our premises and activities.
  - Assessing the level of risk and who might be affected.
  - Deciding which areas need attention; and
  - Developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.
- We maintain environmental check lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.
- We will carry out a visual inspection of the equipment and the whole premises (indoors and out) daily before any children arrive.
- During the session, staff will remain alert to any potential risks to health and safety. If a member of staff discovers a hazard, they will firstly make sure that the any people likely to be affected are safe, and then notify the manager. The manager will record the event on an **Incident Record** sheet and ensure that any actions needed to avoid the hazard have been taken.
- The manager will record all accidents and dangerous events on the **Incident or Accident Record** sheets as soon as possible after the incident. The record will be kept on the child's file. The setting will monitor **Incident** and **Accident Records** to see whether any pattern to the occurrences can be identified.
- Our manager ensures that checks, such as electricity and gas safety checks, and any necessary work to the setting premises are carried out by the school or premises that S4YC operate from annually and records are kept.
- Our manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety for all areas of the premises.
- Our manager ensures that staff members carry out risk assessments for work practice including:
  - Changing children.
  - Preparation and serving of food/drink for children.
  - Children with allergies.
  - Cooking activities with children.
  - Supervising outdoor play and indoor/outdoor climbing equipment.
  - Putting babies or young children to sleep.
  - Assessment use and storage of equipment for disabled children.
  - The use and storage of substances which may be hazardous to health, such as cleaning chemicals.

- Visitors to the setting who are bring equipment or animals as part of children’s learning experiences; and
- Following any incidents involving threats against staff or volunteers.

Our manager ensures that staff members carry out risk assessments for off-site activities if required, including:

- Children’s outings (including use of public transport)
  - Forest school
  - Home visits; and
  - Other off-site duties such as attending meetings, banking etc.
- We take precautions to reduce the risks of exposure to Legionella (Legionnaires disease). Our manager ensure that we are familiar with the HSE guidance and risk assess accordingly/have seen the risk assessment relevant to the premises from the landlord.

### **Legal framework**

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

### **Further guidance**

- Five Steps to Risk Assessment (HSE 2011)
- Legionnaires’ Disease – A Brief Guide for Duty holders (HSE 2012)  
[www.hse.gov.uk/pubns/indg458.pdf](http://www.hse.gov.uk/pubns/indg458.pdf)

## **FIRE SAFETY AND EMERGENCY EVACUATION**

### **Policy statement**

S4YC ensure the highest possible standard of fire precautions are in place. The person in charge and our staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer or Fire Safety Consultant. A Fire Safety Logbook is used to record the findings of risk assessment, any actions taken or incidents that have occurred and our fire drills. We ensure our policy is in line with the procedures specific to each S4YC settings building, making reasonable adjustments as required.

The **EYFS** statutory requirements states, “Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and must have an emergency evacuation procedure.”

### **Procedures**

#### *Fire safety risk assessment*

- The basis of fire safety is risk assessment, carried out by a ‘competent person’.
- The manager has received training in fire safety sufficient to be competent to carry out the risk assessment; this will be written where there are more than five staff and will follow the Government guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).
- Our fire safety risk assessment focuses on the following for each area of the setting:
  - Electrical plugs, wires, and sockets.
  - Electrical items.
  - Gas boilers.
  - Cookers.
  - Matches.
  - Flammable materials – including furniture, furnishings, paper etc.
  - Flammable chemicals.
  - Means of escape.
  - Anything else identified.
- Where we rent premises, we will ensure that we have a copy of the fire safety risk assessment that applies to the building and that we contribute to regular reviews.

### **Fire Prevention**

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

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

### **Fire safety precautions taken**

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

- Staff are aware of the location of all fire exits, the fire assembly point and where fire safety equipment is stored.

- Children will be made aware of the fire safety procedures during their settling in period and through regular fire drills.
- All children will be made aware of the location of fire exits and the fire assembly point.
- We ensure that fire doors are clearly marked, never obstructed, and easily opened from the inside.
- Fire exits are always kept closed but never locked.
- We ensure that smoke detectors/alarms and firefighting appliances conform to BS EN standards, are fitted in appropriate high-risk areas of the building, and are checked as specified by the manufacturer.
- We have all electrical equipment checked annually by a qualified electrician. Any faulty electrical equipment is taken out of use and either repaired or replaced.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
  - Clearly displayed in the premises explaining the fire procedures which are positioned next to every fire exit.
  - Explained to new members of staff, staff covering from another S4YC setting, volunteers and parents.
  - Fire drills are practised regularly, at least once every six weeks or whenever new staff or children join the setting.
  - All fire drills, fire incidents, equipment checks and servicing of fire safety equipment, will be recorded in the fire log.

### **Emergency evacuation procedure**

Every S4YC setting is different and the evacuation procedure will be suitable for each setting. It will cover procedures for practice drills including:

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

### **Fire drills**

We hold fire drills every 6 weeks usually on a different day and time so that all children and staff attending the setting have opportunity to practice as not all children attend on the same day. A record of the following information about each fire drill is recorded in the Fire Safety Logbook:

- The date and time of the drill.
- Number of adults and children involved.
- How long it took to evacuate.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

### **PROCEDURE to be followed**

#### **In the event of a fire**

- A member of staff will raise the alarm and the emergency services will be called.
- The children will immediately be escorted out of the building to the assembly point using the

nearest marked exit.

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

### **Responsibilities of the Fire Safety Warden /Marshall**

The setting's Designated Fire Safety Marshall is the setting Manager. The Fire Safety Marshall is responsible for carrying out the fire safety risk assessment and for ensuring that staff are made aware of fire safety procedures during their Induction period or if covering from another S4YC setting. Within our nursery settings the room leaders are also trained as fire Marshall and the manager will take the lead in the event of a fire incident.

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

The risk assessment should cover:

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

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

### **Legal framework**

- Regulatory Reform (Fire Safety) Order 2005

### **Further guidance**

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

### **Fire Safety Record (Pre-school Learning Alliance 2015)**

## **EMERGENCY EVACUATION LOCKDOWN AND CLOSURE PROCEDURE**

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

An emergency is an unforeseen event, the effects of which could not necessarily have been anticipated.

The following are possible reasons for emergency closure:

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

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

### **PROCEDURE**

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

If the registration is affected, we will inform Ofsted (Eystn) of the closure.

## LOCKDOWN

In the event of an emergency and possible security threats, S4YC would consider how best to ensure the safety of children, parents and staff in the event of a local threat or emergency situation which may result in our setting being placed into 'lockdown'. Most of our existing procedures for handling an emergency situation will involve evacuation of the premises and will be focused on an event happening within the settings building. However, in some situations, it is likely we will be advised to stay put (lockdown) rather than evacuate the premises.

In the event of an incident, 'lockdown' of a building or buildings is an emergency procedure to secure and protect occupants near an immediate threat. By controlling movement in an area, emergency services can contain and handle the situation more effectively.

### Be prepared

*Managers of each S4YC setting will Risk assess the likelihood of an incident happening in their residential area i.e. considers the location, are they near a busy tourist attraction, power station, or city centre?*

- Check local police force website for advice about managing a range of issues that may be prevalent in local area. Make sure we have local police contact numbers clearly displayed for staff to refer to.
- With regard to terrorism alert levels check the current status on the [MI5 website](#).
- Managers will follow any advice for managing emergency situations issued by our Local Authority.
- Each setting will have an emergency lockdown plan and procedures in place unique to each S4YC setting.
- Managers will make sure all staff are aware of their role during 'lockdown'.
- Managers will text or phone message all parents as soon as lockdown is announced, and they are sure the situation is not a false alarm. They will send a message similar to the suggestion below:

*Suggested wording for message to parents:*

*"Due to an incident we have been advised by the emergency services to secure the premises and stay put until we are given the 'all clear'. Please do not attempt to collect your child until it is safe to do so. We will let you know as soon as we are able when that is likely to be.*

*In the meantime, we need to keep our telephone lines clear and would appreciate your cooperation in not calling unless it is absolutely vital that you speak to us."*

### Lockdown procedures



If an emergency happens the setting manager must act quickly to assess the likelihood of immediate danger. In most cases the assumption should be that it is safer to stay put and place the setting into 'lockdown' until the emergency services arrive. As soon as the emergency services arrive it is essential staff always comply with instructions.

### **Upon alert to lockdown**

- All staff must stay calm.
- Managers will ensure staff and children stay in their designated areas. Stay in the room they are working in, secure all doors and windows and await further instructions.
- Close curtains and blinds where possible.
- Stay away from windows and doors.
- Stay low and keep calm, it might be an idea to rehearse this with children in an age appropriate way, in the same way that we would rehearse fire evacuation.
- Lock-down must be rehearsed and recorded termly.
- If possible, tune into a local TV or radio station for more information.
- Do NOT make non-essential calls on mobile phones or landlines.

If the fire alarm is activated, staff remain where they are and await further instructions from emergency services unless the fire is in their area. In which case, move to the next room/area, following your usual fire procedures.

### **Be alert**

- Staff NOT open the door once it has been secured until they are officially advised 'all clear' or are certain it is emergency services at the door. This is another element of our 'lockdown' procedure that can be practised in an age-appropriate way with the children to avoid them becoming anxious when staff do not respond to the doorbell in the usual way.
- Staff Do NOT travel down long corridors.
- Staff Do NOT assemble in large open areas.
- The Manager does NOT call 999 again unless they have immediate concern for their safety, the safety of others, or feel they have critical information.

### **Following the lockdown**

- The manager Co-operates with the emergency services to help in an orderly evacuation.
- The manager ensures they have the Register and children's details with them.

- Any staff or children who have witnessed an attack or incident will need to tell the police what they saw.
- The police may require other individuals to remain available for questioning.

### **Managing parents**

In the event of an incident it is inevitable parents will want to come to the setting and collect their children immediately.

- They must be discouraged from doing so, until the emergency services give all clear.
- Even then, depending on the severity and type of incident, children may need to be checked by medical teams or questioned by the police.
- It must be made absolutely clear to parents that the manager will always be acting on the advice of the emergency services.
- With regard to getting information to parents during 'lockdown', the manager should use the existing systems we have in place for sending group messages, such as social media, text, emails. Discourage parents from ringing the setting directly for further updates during 'lockdown'; it will be vital our phone lines remain clear.

### **Threat levels**

Threat levels are designed to give a broad indication of the likelihood of a terrorist attack.

**LOW** means an attack is unlikely.

**MODERATE** means an attack is possible but not likely.

**SUBSTANTIAL** means an attack is a strong possibility.

**SEVERE** means an attack is highly likely.

**CRITICAL** means an attack is expected imminently.

Members of the public should always remain alert to the danger of terrorism and **report any suspicious activity to the police on 999 or the anti-terrorist hotline: 0800 789 321.**

For **non-emergency calls to the police, call 101.**

## **ANIMALS IN THE SETTING**

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

### **Procedures**

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

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

#### **Visits to farms**

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

#### **Legal framework**

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

#### **Further guidance**

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

## **NO – SMOKING, ALCOHOL AND DRUGS POLICY**

### **Policy statement**

S4YC comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors.

### **Procedures**

- All staff, parents and volunteers are made aware of our No-smoking Policy.
- No-smoking signs are displayed prominently.
- The No-smoking Policy is stated in information for parents and staff.
- We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
- Staff who smoke do not do so during working hours, unless on a scheduled break and off the premises.
- Staff who smoke during working hours and travelling to and from work must not do so whilst wearing a setting uniform or must at least cover the uniform.
- E-cigarettes are not permitted to be used on the premises.
- Staff who smoke or use e-cigarettes during their scheduled breaks go away from the premises.
- Staff who smoke during their break make every effort to reduce the effects of odour and passive smoking for children and colleagues
- Smoking is not permitted in any vehicles belonging to the setting.
- Staff are made aware that failure to adhere to this policy and procedures may result in disciplinary action.
- It is a criminal offence for employees to smoke in smoke-free areas, with a fixed penalty of £50 or prosecution and a fine of up to £200.
- If we discover that a child has cigarettes in their possession while at the setting, we will confiscate the cigarettes and notify their parent or carer at the end of the session.

### **Drugs and Alcohol**

- Under legislation S4YC have a duty to ensure so far as is reasonably practicable, the health and safety and welfare at work of all our employees and similarly they have a responsibility to themselves and their colleagues. The use of alcohol and drugs may impair the safe and efficient running of the Company business and/or the health and safety of our employees. If an employee's performance or attendance at work is affected as a result of alcohol or drugs, or we believe they have been involved in any drug related action/offence, they may be subject to disciplinary action and, dependent on the circumstances, this may lead to their dismissal.

### **Procedure**

- If a member of staff, student, volunteer, or visitor arrives at our setting clearly under the influence of alcohol or drugs, they would be asked to leave immediately. We would follow disciplinary procedures for staff.
- If a member of staff has good reason to believe that a parent or carer is under the influence of alcohol or drugs when they drop off or collect their child, they have a duty to tell the manager and Designated Lead Person for Child Protection. They will then have to decide on the appropriate course of action according to our Safeguarding Children Policy
- If a parent or carer turned up to our premises to collect a child under the influence of alcohol or drugs, we would get in touch with another contact for the child. We would not let a parent or carer take their child home alone if they were under the influence of alcohol or drugs. If another named person cannot be contacted, then the manager would speak to the designated safeguarding lead and the next step would be to call the police and IART.
- Any practitioners taking medication that they believe may affect their ability to care for children should seek medical advice. They should only work directly with children if the advice is that the medication is unlikely to impair their ability to look after children.
- If we suspect that any illegal act has taken place, we will contact the police.
- If we discover that a child has alcohol or drugs in their possession while at the setting, we will confiscate them and notify their parent or carer at the end of the session.

### **Prescription Drugs**

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

### **Safeguarding children**

- All members of staff have a duty to inform the manager and the safeguarding lead if they believe that a parent or carer is a threat to the safety of a child due to them being under the influence of alcohol or illegal drugs when they drop off or collect their child. The manager and safeguarding lead will decide upon the appropriate course of action.
- If a parent or carer appears to be under the influence of alcohol or illegal drugs, staff will do their utmost to prevent the child from travelling in a vehicle driven by them. If necessary, the police should be called.

### **Legal framework**

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

## **STAFF PERSONAL SAFETY INCLUDING HOME VISITS**

### **Policy statement**

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

### **Procedures**

#### **General**

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

#### **Home visits**

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

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

**Dealing with agitated parents in the setting**

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

## **LONE WORKING POLICY**

The Health and Safety at Work etc Act 1974 and The Management of Health and Safety at Work Regulations 1999 requires us to provide a safe environment, safe equipment, and safe working systems of work for all our employees and those working on our premises.

These requirements are applicable to all our work situations and in particular where staff are working alone.

S4YC define a 'Lone Worker' as in any situation where a worker has no visual or audible contact with a second person that can provide assistance in case of accident, illness, or other emergency. This could also mean a member of staff working in isolation for a significant period or on a regular basis either in an office or working with a child one to one or a small group of children. It applies to staff who accompany young people or service users to appointments or on activities outside the setting without another member of staff and who for that period are lone working.

S4YC acknowledge that there may be an increase risk to health and safety of our employees, members and others working alone. Lone Workers must take reasonable care of their own safety and have a duty of care towards all those who may be affected by their work activities. This includes reporting all significant accidents and incidents (including near misses) and ensuring they follow the good practice guidelines relating to lone working.

In most situations it is best practice to have at least two adults present when working with children and young people. This also adheres to the Early Years Foundation Stage (Estyn) statutory requirements on adult to child ratios.

Sometimes it may be appropriate or necessary for an adult to have one-to-one contact with a child or supervise a small group of children on their own. This could happen in a setting, for example if a child in our group becomes ill or asks to speak to a trusted adult alone or our work involves one-to-one mentoring or a home visit.

### **PROCEDURE**

- Line Managers have the day to day responsibility for Lone Workers and must ensure that the appropriate risk assessments are undertaken and this policy and the accompanying guidance notes aim to assist managers in developing strategies for controlling risks identified; and the measures introduced should minimise risks wherever reasonably practicable.
- Staff shall ensure that they have read the lone worker risk assessment, co-operate with the arrangements as set out and with any safe system of work highlighted.
- The comprehensive information on the risks to their health and safety, including an induction covering the hazards, emergency procedures and the management controls for those risks will be given to all staff before being placed in a lone worker situation.
- Lone Workers must take reasonable care of their own safety and have a duty of care towards all those who may be affected by their work activities. This includes reporting all significant accidents and incidents (including near misses) and ensuring they follow the good practice guidelines relating to lone working.
- Any new hazards/risks or concern's must be reported to the Operations Manager to enable them to modify the risk assessment.
- It is normally best practice to ensure that there is another adult nearby, within sight and hearing, whenever staff are working with children. This is because:



- We follow Ofsted (Eystn) statutory requirements for the ratio of adults to children, which must be adhered to.
- If a medical or other type of emergency arises, it may be impossible to manage by yourself.
- If you are working with more than one child, there may be a need to give one child some time out from the rest of the group if, for example, the child becomes distressed, feels unwell or there is a behavioural issue.
- One of you can stay with the children whilst the other person makes or takes a phone call or speaks face to face with a parent or carer.
- It is supportive both to you and to the children to have more than one adult present; two heads are better than one, provided that you and your co-worker have a good understanding of how each other works and are not at risk of undermining or confusing each other or the children.
- The other person can act as a witness to what takes place if this is ever questioned, and you can do the same.

**However, there may be occasions when it might not be possible or appropriate for two adults to be present. This could be because one of the situations described above has arisen, and you are left on your own whilst the other person deals with an urgent situation. Equally, it is possible that a child may specifically ask or need someone to one time, and it would be inappropriate or intrusive to have two people involved.**

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

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

## **ENVIRONMENTAL POLICY**

***Looking after the world around us has never been more important than it is today. It is up to us to take positive actions now so that future generations have a whole, healthy planet to grow up in.***

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

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

But most importantly S4YC staff act as role models for your children, showing them how to look after the planet, teaching them about the living world and its precious resources, and fostering their love for nature. We raise the children's awareness of environmental issues through discussions, projects, and day-to-day activities within the setting. Children and staff follow the setting 'eco code':

### **PROCEDURE**

- We re-use and recycle our waste material, and the recycling bins are easily accessible to staff and children.
- We compost our food, and grow our own where possible
- We switch off lights when not in use and fit the lights with energy saving bulbs where possible.
- We turn off electrical equipment at the power source when not in use.
- We turn off taps after use and do not waste water.
- We do not drop litter.
- We plan our outings to minimise vehicle use and use public transport whenever possible.
- We use materials from renewable or sustainable sources in all our arts and craft activities
- We buy our food from local producers, with minimum food miles.
- We encourage mums and dads to walk to nursery at least once a month
- We inspire the children and their families to Refuse, Reduce, Reuse

## **PEST CONTROL POLICY**

Vermin is the general term applied to animal and bird species regarded as pests and especially to those associated with diseases.

Kitchens, can provide ideal conditions for certain pests and vermin but they can be found in any part of the setting. S4YC is committed to providing a safe, clean environment for the children under our care.

### **Procedures**

What we already do

- Complete daily environment checks.
- At S4YC, we practice high levels of hygiene in all areas.
- Bins are provided with lids in all rooms, bins are emptied regularly and disposed of in large bins outdoors which are collected weekly.
- Staff clear up any spilt food immediately.
- We stop pests getting in with well-fitted doors and covered drains
- All staff look out for the evidence of the presence of pests including droppings, “chewmarks” on carpets and wiring, insect droppings and nests;
- Awareness of different types of Vermin and procedure on discovery
- Children not to use the area
- Area to be deep cleaned
- All toys to be placed into large plastic boxes with lids to prevent vermin contaminating them
- Call Rentokil
- Document all visits and actions

### **Ants**

The most common species of ant is the black garden ant. A highly organised and social insect, a colony will nest and include worker ants which are attracted to sweet food stuffs. Ants may cause contamination to food stuffs and preparation areas. Limited measures can be taken by staff but professional pest control contractors should be brought in if large numbers of ants nests are found. If Ants are found in any area the following procedure must be observed:

- 1) quarantine the area
- 2) contact pest control
- 3) ensure that the surrounding areas are thoroughly cleaned and disinfected
- 4) once pest has been eradicated deep clean the area

### **Bees, Wasps and Hornets**

Honeybees live in colonies often greater than 30,000 in roof and wall cavities and hollow trees. They swarm in early summer. They have a barbed sting and die once used but will sting when provoked. Untreated infestations can cause contamination of foodstuffs, harm to mortar and building fabric and threats of stings. Some people may experience anaphylactic shock on being stung and will require prompt treatment. (see anaphylactic shock briefing). If Bees, Wasps or Hornets are found in any area the following procedure must be observed.

### **DO NOT ATTEMPT TO MOVE THE NEST YOURSELF**

- 1) Quarantine the area
- 2) Contact Pest Control
- 3) Ensure that the surrounding areas are thoroughly cleaned and disinfected
- 4) Once pest has been eradicated deep clean the area.

### **Bird Mites**

Bird mite infestations in schools are rare but late spring to early summer is the most likely time for an infestation to occur as that’s when birds are nesting, and the problem begins with mites from abandoned birds’ nests finding their way into buildings and feeding upon humans once the bird host is no longer a source of food. The mites are good at surviving in a human environment, by biting

people, when the original avian host has gone, though they can't survive in the long term without a bird host. A mature bird mite is only about 0.5 mm or less, and the immature mite is even smaller. Bird mites do not fly; however they are small and aggressive and when a host is detected, they can float down from the ceiling and other places to land on the individual. If staff and children end up transferring mites from the nursery to their home, the problems will be compounded.

Symptoms include:

- Pinprick bites with or without lesions,
- Frequently intense itching of the skin,
- Vague sensation of crawling on the skin,
- Bite marks and lesions that heal very slowly

Bird mites can be an extremely difficult problem to eradicate even for commercial pest control companies, as they are an unusual infestation, and a specialist firm with experience in this area may be required. The Local Authority's Environmental Health Department and the Health and Safety Officer need to be informed and they should be able to recommend an approved specialist company to undertake the eradication.

All potential original sources of the infestation need to be checked and cleared, for example removal of abandoned bird nests in the roof space and all entry points for birds should be sealed off to prevent future roosting. However, this may not be enough as the mites can get everywhere, including carpets, clothing, curtains, walls, ceilings, cracks and crevices. Staff need to consider the potential risk of introducing bird mites to the classroom when using bird nests for display purposes on nature tables. If Bird Mites are found in any area the following procedure must be observed

- 1) Quarantine the area
- 2) Contact the Environmental Health
- 3) Ensure that the Local Health and safety officer is contacted
- 3) Bear in mind, if the infestation is great, the nursery may need to be fully closed in order to allow for full fumigation

Further information at [www.birdmites.org](http://www.birdmites.org)

### **Cockroaches**

There are two types of cockroach found in the UK; the Oriental cockroach and the German cockroach. Cockroaches will feed on almost anything from food to faecal matter. They are commonly found in kitchens and heating systems. They can spread bacteria and usually indicate that food preparation areas are not clean. Germs can be spread from the body of a cockroach or from their droppings. They can carry dysentery, gastro-enteritis, typhoid and food poisoning organisms. Contamination occurs when the cockroaches meet foodstuffs. If Cockroaches are found in any area the following procedure must be observed

- 1) Quarantine the area
- 2) Contact Pest control
- 3) Ensure any contaminated food stuffs are professionally disposed of,
- 4) Ensure that the surrounding areas are thoroughly cleaned and disinfected
- 5) Once pest has been eradicated deep clean the area

### **Fleas**

Fleas are external parasites, living off the blood of mammals and birds and include cat/dog fleas, human fleas and rat fleas. Beside the problems posed by the flea itself, they can also act as a vector for disease, for example, fleas can transmit a variety of viral and bacterial diseases to humans and other animals. Fleas have helped cause epidemics by transmitting diseases such as the bubonic plague between rodents and humans by carrying bacteria. In the UK human fleas are rarely a problem (and can be cured by removal of infested clothing) but cat/dog fleas may cause considerable nuisance. A few adult fleas live on the animal host, while hundreds of eggs and larvae contaminate the pet's bedding and favourite resting places. The eggs are just visible to the naked eye as small pearly white round objects. Adult fleas require blood meals to survive (and the female needs a blood

meal for her eggs) but can survive months without a feed. Cat/dog fleas are not thought to transmit any serious illness to humans, but they can cause severe irritation. If fleas are found in any area the following procedure must be observed

- 1) Quarantine the area
- 2) Contact Hillingdon Pest Control
- 3) Ensure that the surrounding areas are thoroughly cleaned and disinfected
- 4) Once pest has been eradicated deep clean the area.

### **Mice**

“House” mice are considered amongst the most troublesome and economically damaging rodents in the UK. They nest in the ground or in any protected location in nests constructed of shredded fibrous material such as paper. The female produces 5 to 10 litters per year, averaging five per litter. Mice contaminate foodstuffs with their urine, droppings and hair and amongst the diseases they may transmit to humans are:

- salmonellosis (food poisoning)
- rickettsialpox
- lymphocytic choriomeningitis

Mice also chew cables and wiring, and this can cause short-circuiting and increase fire hazard. If mice are found in the nursery area the following procedure must be observed

- 1) Quarantine the area
- 2) Contact Pest Control
- 3) Ensure that the surrounding areas are thoroughly cleaned and disinfected
- 4) Once pest has been eradicated deep clean the area.

If Mice are observed outside the Nursery area

1. Quarantine the area
2. Contact Environmental health
3. deep clean
4. store toys in plastic boxes with lids in case vermin contaminates toys

### **Rats**

Common rats live in any situation that provides food, water and shelter. The common rat is the most widespread of its species and is widely found in urban and rural areas. In homes they will live in loft spaces, wall cavities, cellars or under floorboards. In gardens, they will burrow into compost heaps and grassy banks or under sheds. They are also commonly found living in sewer systems and rivers. Rats will eat or contaminate food intended for humans. It is estimated that up to five per cent of food produced world-wide is lost as a result of rodent activity. Their favourite foods are cereal products, although they will eat almost anything that humans eat. Rats can transmit several diseases to humans including Weil’s disease which is a bacterial infection that attacks the kidneys and liver and can be deadly. It can be contracted after swimming in rivers or lakes as it is spread by rat urine found in river water and banks and it can be transmitted through cuts and scratches or the lining of the mouth, throat or eyes, after contact with infected rat urine or contaminated water. Cases of Weil’s disease have been increasing in recent years, linked to winter flooding of the rat’s habitat, followed by high summer temperatures. Teachers organising visits to places where there is a risk of transmission from contaminated water need to be aware of this and include it in their risk assessment. If Rats are noted in the building, the following procedure should be followed

- 1) Quarantine the area
- 2) Contact Pest Control
- 3) Ensure that the surrounding areas are thoroughly cleaned and disinfected
- 4) Once pest has been eradicated deep clean the area, if professional cleaning is needed pest control can assist with the current competent cleaner

If rats are noted outside the building

1. Quarantine the area
2. Contact Environmental health

## **VALUING DIVERSITY AND PROMOTING INCLUSION AND EQUALITY**

We are committed to ensuring that S4YC service is fully inclusive in meeting the needs of all children in our community, providing a safe and caring environment, free from discrimination.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs, and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles, and cousins; while other children may be more removed from close kin or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment, and life outcomes.

S4YC are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our settings.

We aim to:

- Promote equality and value diversity within our service and foster good relations with the local community.
- Actively include all families and value the positive contribution they make to our service.
- Promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms.
- Provide a secure and accessible environment in which every child feels safe and equally included.
- Improve our knowledge and understanding of issues relating to anti-discriminatory practice,
- Challenge and eliminate discriminatory actions based on a protected characteristic as defined by the Equality Act (2010) namely:
  - Age.
  - Gender.
  - Gender reassignment.
  - Marital status.
  - Pregnancy and maternity.
  - Race.
  - Disability.
  - Sexual orientation; and
  - Religion or belief.
- Where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

### **Admissions**

Our setting is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system.

- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (wherever possible).
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Inclusion and Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
  1. Direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service.
  2. Indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting.
  3. Discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity.
  4. Association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
  5. Perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
- Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

### **Employment**

- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.

- The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.
- All our job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### **Training**

- We seek out training opportunities for our staff to enable them to develop anti-discriminatory and inclusive practices.
- We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

### **Curriculum**

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self-esteem, empathy, critical thinking, and reflection.

We ensure that our practice is fully inclusive by:

- Creating an environment of mutual respect and tolerance.
- Modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- positively reflecting the widest possible range of communities within resources.
- Avoiding use of stereotypes or derogatory images within our books or any other visual materials.
- Celebrating locally observed festivals and holy days.
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- Ensuring that disabled children with and without special educational needs are fully supported.
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages
- A wide range of resources that promote diversity and equality

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

- Undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.
- Fully differentiating the environment, resources, and curriculum to accommodate a wide range of learning, physical and sensory needs.

### **Valuing diversity in families**

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.



- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

### **Food**

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious, or cultural needs are met wherever possible.
- 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.

The Companies Equal Opportunities Named Coordinator (ENCO) is Marc Sewell.

The ENCO is responsible for ensuring that:

Staff receive relevant and appropriate training

The Equal Opportunities policy is consistent with current legislation and guidance

Appropriate action is taken wherever discriminatory behaviour, language or attitudes occur.

## **SUPPORTING CHILDREN WITH S.E.N**

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

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

### **PROCEDURE**

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents.

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

- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policies annually.

**Further Guidance**

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

## **BRITISH VALUES**

S4YC actively promote inclusion, equality of opportunity, the valuing of diversity and British values. Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to discriminate against directly or indirectly, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria, and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding, we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

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

### **Procedures**

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

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

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

Like everything else in childcare, promoting the British Values will require taking different approaches for different ages. In this case:

Younger Children – Focus on promoting the more general concepts with the EYFS knowing that their development within these areas is key to promoting the values in the long term.

Older Children – You can look more explicitly at the values and come up with ideas more closely tied into the values themselves.

The Prevent Duty statutory guidance is focused on preventing all children from being drawn into terrorism. Within the strategy released by the government, they define terrorism as the active opposition to exactly the British Values detailed here. As a result, promoting and actively encouraging these values plays a crucial role in the Prevent strategy. (see safeguarding policy)

### **Prevent Strategy**

Under the Counterterrorism and Security Act 2015 we also have a duty “to have due regard to the need to prevent people from being drawn into terrorism”

Legal framework - Counterterrorism and Security Act 2015

### **Further guidance**

- Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)
- Fundamental British Values in the Early Years (Foundation Years 2015)
- Prevent Duty Guidance: for England and Wales (HMG 2015)
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)
- Guide to the Equality Act and Good Practice (Pre-school Learning Alliance 2015)

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

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

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

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

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

### **General Aims**

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

### **Spiritual Development**

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

- Sustain their self-esteem in their learning experiences through the activities we provide.
- Develop their capacity for critical and independence through play.
- Foster their emotional life and express their feelings through our provided activities and their own experiences
- Experience moments of stillness and reflection.

- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect, consider, and celebrate the wonders and mysteries of life.

### **Moral Development**

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

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

### **Social Development**

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

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

### **Cultural Development**

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

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

## **INVOLVING AND CONSULTING CHILDREN POLICY**

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

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

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

- A child’s opinion should be considered in anything that affects them.
- Children should have information given in a way that enables them to make choice and decisions.
- For children, involvement and consultation helps them to develop new skills such as negotiating, sharing, and understanding how decisions are made, and recognises that their opinions are important.
- For both staff and the setting. There are multiple benefits of such an approach, such as improved behaviour, a relationship with children based on a partnership, a more cohesive environment and activities and decisions that children feel a sense of ownership over.
- The Manager and staff will always work with children to draw up a charter that will set up the expectations and responsibilities of the setting, the staff team, and the children in respect of consultation and involvement. Parental involvement in drawing up and implementing the charter will also be encouraged.
- All children will be listened to and consulted actively. This will take several forms, including:
  - Listening to what they say in speech and other forms of communication.
  - Observing body language and behaviour.
  - Drama and role-play.
  - Through play and creative expression and the use of visual aids.
  - Via regular group discussions and Q and A sessions.
  - Questionnaires and other regular feedback on activities.
  - Notice boards that carry important information about activities at the setting by Monthly Newsletters
- Regular feedback consisting of staff, children, and parents, discussing the setting’s activities and any other relevant topics.

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

S4YC setting council gives opportunities for Consultation and involvement which will be regularly monitored and acted upon so that children are able to see that their input has led to visible outcomes. The setting and its staff will also be clear about what decisions children will be involved in an attempt to offer clear explanations if and when consultation and involvement is deemed in appropriate.



## **S4YC's PRIVACY NOTICE**

### **Introduction**

S4YC are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

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

### **What personal data do we collect?**

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

Personal details that we collect about your child include:

- Your child's name, date of birth, address, health and medical needs, development needs, and any special educational needs

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

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

Personal details that we collect about you include:

- Your name, home and work address, phone numbers, emergency contact details, and family details, persons who have permission to collect

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

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

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

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

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

- Contact you in case of an emergency
- To support your child's wellbeing and development
- To manage any special educational, health or medical needs of your child whilst at our settings
- To carry out regular assessment of your child's progress and to identify any areas of concern
- To maintain contact with you about your child's progress and respond to any questions you may have
- To process your claim for up to 30 hours funded childcare (only where applicable)

- To keep you updated with information about our service

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

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

### **Who we share your data with?**

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

- Ofsted – during an inspection or following a complaint about our service
- Banking services to process chip and pin and/or direct debit payments (as applicable)
- The Local Authority (where you claim up to 30 hours funded childcare as applicable)
- The government's eligibility checker (as above)
- Our insurance underwriter (if applicable)
- Our setting software management provider (if applicable)
- The school that your child will be attending

We will also share your data if:

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

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

### **How do we protect your data?**

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

Keeping all documents in a locked filing cabinet which can only be accessed by the management team or practitioners with the permission of the setting manager. Details input onto our iPAL system.
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### **How long do we retain your data?**

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

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

**Automated decision-making**

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

**Your rights with respect to your data**

You have the right to:

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

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

**Changes to this notice**

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

## ADMISSIONS

It is S4YC's intention to make our settings accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair, and clearly communicated procedures.

### **Procedures**

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our settings is accessible, using simple plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
- We arrange our waiting list in birth order. In addition, our policy may consider:
  - The age of the child, with priority given to children who are eligible for the funded entitlement – including eligible two-year-old children.
  - The length of time on the waiting list.
  - The vicinity of the home to the setting.
  - Whether any siblings already attend the setting; and
  - The capacity of the setting to meet the individual needs of the child.
  - We offer funded places in accordance with the Code of Practice for ... and any local conditions in place at the time.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- Our settings and its practices are welcoming and make it clear that fathers, mothers, other relations, and carers are all welcome.
- Our settings and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity, or competence in spoken English.
- We support children and/or parents with disabilities to take full part in all activities within our settings.
- We monitor the needs and background of children joining our setting on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
- We share and widely promote our Valuing Diversity and Promoting Equality Policy.
- We consult with families about the opening times of our settings to ensure that we accommodate a broad range of families' needs.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.

### **Admissions Process / Registration**

Admission to all our S4YC clubs, sports clubs, nurseries, and preschools is made via our online booking system, iPAL. Through iPAL, parents and carers can register their children to enable them to book and pay for activities and childcare in advance.

iPAL gives you full access to your account information and makes it easy to book and manage your child's, care and out of school club bookings and attendance.

To request a place at your chosen setting please complete the below steps:

1. Register on our booking and payment platform, iPAL

Our Bespoke online booking and payment platform is available 24 hours a day 7days a week, if you require any emergency childcare you can book more sessions at the click of a button when sessions are available. Please note that preschool and nursery settings may not be able to take emergency childcare bookings as adult to child ratios need to be considered to ensure there are enough staff.

The iPAL platform is used also for your child's medical records, contact information and is a way for you to inform the staff of any relevant information and you provide as many details as possible in case we need to contact you in an emergency.

#### **How to register on iPAL**

1. Log onto [www.s4yc.co.uk](http://www.s4yc.co.uk)
2. On the homepage click on the "Booking" tab
3. Click on "Parent Login"
4. Click on "Register as a parent"
5. Complete the "New Parent Registration" fill in **ALL** details. You will then need to add your child/ren details.

#### **Already registered?**

1. Log on to [www.s4yc.co.uk](http://www.s4yc.co.uk)
2. On the homepage click on the "Bookings" tab
3. Click on "Parent Log in"
4. Enter your log in details you set up when registering.
2. On your iPAL Account click "Make A Booking" and fill in the form under "Pre-School/Nursery Set Days Registration"
3. Arrange a settling in session with your setting- Please go to [www.s4yc.co.uk](http://www.s4yc.co.uk) for all contact details for all of S4YC settings.
4. During the settling in session you will need to bring with you:
  - Red Health Record Book
  - Child's Birth Certificate
  - All About Me Document
  - Funding contract (if applicable)

The pre-school manager will go through some checklists whilst your child is having some time with other children and their Key Worker.

5. Once all checks have been completed your pre-set/funded hours will be booked on your behalf by our admin team, once booked in these places are guaranteed and you will receive an automated email to confirm once this has been done.

*It is particularly important to check your selected sessions are correct as these sessions cannot be changed after 14 working days of them being added to the system, this will also confirm your child's start date with us.*

To check your sessions, log onto your iPAL account there you will have 2 options:

1. Click “My Bookings” select your invoice and click “View Dates” this will bring up a pop-up window with all dates/sessions reserved for your child.
2. Or click “My Calendar” which gives you an easy to read day by day split of sessions.

Your pre-set funded hours can only be changed if needed on a termly basis and you need to submit these changes to [lianne@s4yc.co.uk](mailto:lianne@s4yc.co.uk) with at least 1 months’ notice of any change.

### **Making your Monthly Payments.**

Your monthly split bill, if applicable, will be deducted from your wallet each month. Please follow the below steps to make a payment.

1. Log on to [www.s4yc.co.uk](http://www.s4yc.co.uk)
2. On the homepage click on the “Bookings” tab
3. Enter your log in details you set up upon registration
4. Click “My Wallet”
5. Click “Add Money to Wallet”
6. Select either “Childcare vouchers” or the amount you wish to pay.
7. Follow the onscreen instructions dependant on your choice of how to pay.

Your monthly bill will be deducted from your wallet on the 1<sup>st</sup> of every month and are required to be paid within 7 days. If this bill is not paid then your child/ren will not be accepted into our care, until the bill is paid. Any sessions missed due to non-payment will still require payment as per your parent contract. For Childcare Voucher Payments, it is important to provide us with all the information including the provider name to help us locate and verify your voucher payment. You will also need to log on to your voucher provider’s account and make the payment manually to S4YC which can take up to 5 working days to be verified.

### **Additional Bookings**

If you require any adhoc additional sessions, providing you are all up to date with any payments and there are spaces available on the date you require, you can easily log into your iPAL account and follow the below steps to book:

1. Click “Book Courses”
2. Select what course you want example “Nursery & Pre-school”
3. Follow the easy 1 Click options to book your child in
4. Payment for these are required to be made at the time of booking, if paying by Childcare Vouchers you will also need to log onto your voucher provider’s account and make the payment manually to S4YC which can take up to 5 working days to be verified.
5. These sessions cannot be cancelled.

### **Lunches (where applicable)**

The lunch offered differs across settings. All Day Centre Nurserie. This can be discussed in more detail with the setting manager.

All hot lunches must be booked and pre-paid online a minimum of 24 hours before the date of the required hot lunches, alternatively you can provide a healthy packed lunch for your child/ren.

If you would like any further information, please do not hesitate in contacting: -  
Your setting manager or Lianne Sewell – email [lianne@s4yc.co.uk](mailto:lianne@s4yc.co.uk)

## PARENTAL INVOLVEMENT

### **Policy statement**

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

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

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

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

The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'. (For a full explanation of who has parental responsibility, refer to the Safeguarding Children (Pre-school Learning Alliance 2013.)

### **Procedures**

- Parents are made to feel welcome in our settings; they are greeted appropriately.
- We have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies, through access to written information, including our Safeguarding Children and Child Protection policy and our responsibilities under the Prevent Duty, and through regular informal communication. We check to ensure parents understand the information that is given to them.
- Information about a child and his or her family is kept confidential within Our setting. (see storage of records policy) we provide you with a privacy notice that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.
- We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan and work close during a transition

period i.e. Room moving within a setting or starting school. (see settling in and transition policy)

- Parents are actively encouraged to participate in decision making processes according to the structure in place within our setting.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it inviting parents into setting for events, parent helpers, secret reader etc.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- We provide enough opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being; in our preschools and nurseries regular parents' evenings are held where key people and parents can discuss child's learning and development and wellbeing.
- Parents are encouraged to come into the setting and volunteer as parent helpers.
- Parent questionnaires are sent out twice a year and the results collated and reflected upon. To ensure parents views are always considered.
- A Facebook page is set up where parents can be informed of important news along with being kept up to date with the setting activities and events.
- Newsletters are sent out termly to all parents and carers, those who do not have access to online will receive paper copy.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaint's procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.



## **STORAGE OF CHILDRENS RECORDS**

*S4YC have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the General Data Protection Regulations (GDPR) (2018) and the Human Rights Act (1998).*

*This policy and procedure should be read alongside S4YC Privacy Notice, Confidentiality and Client Access to Records Policy and our Information Sharing Policy.*

### **Procedures**

If a child attends another setting, S4YC settings establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents and/or carers into the child's records.

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

### **Developmental records**

- *These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.*
- *These are usually kept on Learning Book or in a separate file for each child in a locked filing cabinet which can be accessed, and contributed to, by our staff, with permission the child and the child's parents.*

### **Personal records**

These may include the following

- Personal details registered on IPAL – including the child's registration form and any consent forms.
- Contractual matters on IPAL – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders, or records of disputes about fees.
- Child's development, health and well-being – including a summary only of the child's EYFS profile report, a record of discussions about everyday matters about the child's development health and well-being with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs a SEN action plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child's 2-Year-Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable filing cabinet, which is always locked when not in use and which our manager keeps secure in an office or other suitably safe place.
- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being our managers, deputy or designated person for child protection, SENCO, the child's key person, or other staff as authorised by our manager.

- We may be required to hand children's personal files to Ofsted (Eystn) as part of an inspection or investigation process; or to local authority staff conducting a S11 audit if authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with our Privacy Notice, Confidentiality and Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years, respectively. These are kept in a secure place.

#### Archiving children's files

- When a child leaves our setting, we remove all paper documents from the child's personal file and place them in a robust envelope, with the child's name and date of birth on the front and the date they left. We seal this and place it in an archive box, stored in a safe place (i.e. a locked cabinet) for three years. After three years it is destroyed.
- If data is kept electronically it is encrypted and stored as above.
- Where there were s.47 child protection investigations, we mark the envelope with a star and archive it for 25 years.
- We store financial information according to our finance procedures.

#### Other records

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

#### **Legal framework**

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

#### **Further guidance**

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

## **STORAGE OF PROVIDER RECORDS**

*S4YC keep records and documentation for the purpose of maintaining our business. These include:*

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

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

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

### **Procedures**

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

We notify Ofsted (Eystn) of any:

- Change in the address of our premises.
- Change to our premises which may affect the space available to us or the quality of childcare we provide.
- Change to the name and address of our registered provider
- Change to the person managing our provision
- Significant event which is likely to affect our suitability to look after children; or
- Other event as detailed in the *Statutory Framework for the Early Years Foundation Stage* (DfE 2017).

### **Legal framework**

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

## TRANSFER OF RECORDS TO SCHOOL

S4YC recognise that children sometimes move to another early years setting before they go on to school, although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting; to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Partnership.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting. Prior to transferring information, we will establish the lawful basis for doing so (see our Privacy Notice).

### **Procedures**

#### **Transfer of development records for a child moving to another early years setting or school**

- Using the *Early Years Outcomes* (DfE 2013) guidance and [our/my] assessment of children's development and learning, [the key person/I] will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
  - Any additional language spoken by the child and his or her progress in both languages.
  - Any additional needs that have been identified or addressed by our setting.
  - Any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.
- If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

#### **Transfer of confidential information**

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Partnerships will stipulate the forms to be used and provide these for us to use.
- Where a CAF has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.

- Where there has been a s47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- We post or take the information to the school or setting, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.

### **Legal framework**

- General Data Protection Regulations (GDPR) (2018)
- Freedom of Information Act (2000)
- Human Rights Act (1998)
- Children Act (1989)

### **Further guidance**

- What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (HM Government 2015)

### **CONFIDENTIALITY AND CLIENT ACCESS TO RECORDS**

In S4YC settings, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our settings. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998).

#### **Confidentiality procedures**

- Staff are made aware of the importance of confidentiality during their induction process.
- Issues relating to the employment of staff, whether paid or voluntary, will remain confidential to those making personnel decisions.
- Students on work placements are advised of our confidentiality policy and are required to respect it.
- Most things that happen between the family, the child and the setting are confidential to each S4YC setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- We always check whether parents regard the information they share with us to be confidential or not.
- Some parents may share information about themselves with other parents as well as with our staff; we cannot be held responsible if information is shared by those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy and Privacy Notice) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our Children's Records Policy and Privacy Notice).
- Information is kept in a manual file, or electronically. Our staff may also use a computer to type reports, or letters. Where this is the case, the typed document is transferred into a folder under the relevant setting on iPAL, and a hard copy is kept in the child's ind.
- All confidential paper records are stored securely in a lockable filing cabinet.
- Our staff discuss children's general progress and well being together in meetings, but more sensitive information is restricted to our manager and the child's key person and is shared with other staff on a need to know basis.
- We do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the setting.

- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual with us our practitioners and managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

#### **Client access to records procedures**

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

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting leader or manager.
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows one month for the file to be made ready and available. We will be able to extend this by a further two months where requests are complex or numerous. If this is the case, we will inform you within one month of the receipt of the request and explain why the extension is necessary
- A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil.
- Our manager informs their line manager and legal advice may be sought before sharing a file.
- Our manager goes through the file with their line manager and ensures that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party.
- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to our manager giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.
- 'Third parties' include each family member noted on the file; so, where there are separate entries pertaining to each parent, stepparent, grandparent etc. we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.

- When we have received all the consents/refusals our manager takes a photocopy of the complete file. On the copy of the file, our manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by the line manager and legal advisors to verify that the file has been prepared appropriately.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- We photocopy the 'clean copy' again and collate it for the parent to see.
- Our manager informs the parent that the file is now ready and invites him/ her to make an appointment to view it.
- Our manager meets with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then [we/I] refer the parent to our complaint's procedure.
- The law requires that the information we hold must be held for a legitimate reason and must be accurate (see our Privacy Notice). If a parent says that the information, we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed, and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

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

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

#### **Legal framework**

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



## INFORMATION SHARING

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

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

### **Policy statement**

S4YC recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

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

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

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

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

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

The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.

- To prevent significant harm arising to children and young people or adults, including the prevention, detection, and prosecution of serious crime.

## Procedures

S4YC procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information sharing Advice for practitioners providing safeguarding services to children, young people, parents, and carers. We also follow the guidance on information sharing from the Local Safeguarding Children Partnership.

1. *Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989 but provide a framework to ensure that personal information about living individuals is shared appropriately.*
  - Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.
2. *Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if we have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.*

In our setting we ensure parents:

- Receive a copy of our Privacy Notice and information about our Information Sharing Policy (see policies and procedures on iPAL) when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult.
  - have information about our Safeguarding Children and Child Protection Policy (see policies and procedures on iPAL)
  - have information about the other circumstances when information will be shared with external agencies, for example, regarding any special needs the child may have or transition to school.
3. *Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*
    - Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.
    - Our manager routinely seeks advice and support from their deputy manager about possible significant harm.
    - Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, they will contact David James our designated safeguarding lead who will advise whether to contact children's social care for advice where they have doubts or are unsure.
    - Our managers seek advice if they need to share information without consent to disclose.

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

- We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
- Our guidelines for consent are part of this procedure.
- Our manager is conversant with this and he is/she can advise staff accordingly.

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

In our settings we:

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

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

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

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

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

### *Consent*

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

- S4YC policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our Parent Handbook and Policies and Procedures which can be found on iPAL.

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

#### *Separated parents*

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

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

#### **Legal framework**

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

#### **Further guidance**

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

## **WORKING IN PARTNERSHIP WITH OTHER AGENCIES**

S4YC work in partnership with local and national agencies to promote the well-being of all children. We will never share your data with any organisation to use for their own purposes.

### **Procedures**

- We work in partnership, or in tandem, with local and national agencies to promote the well-being of children.
- We have procedures in place for the sharing of information about children and families with other agencies. These are set out in our Privacy Notice, Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.
- Information shared by other agencies with us is regarded as third-party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in our setting and respect their professional roles.
- We follow the protocols for working with agencies, for example on child protection.
- We ensure that staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary, we consult with and signpost to local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

## COMPLAINTS

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

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our settings and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach with the Manager of the setting or if the complaint is regarding the manager, the registered person or other senior member of staff will investigate the matter. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our settings to a satisfactory conclusion for all the parties involved. Any complaints received about staff members will be recorded on an incident log and a complaints log will be completed. Any complaints made will be dealt with in the following manner:

For PROCEDURE see below.

Stage one

Complaints about aspects of setting's activity:

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

Complaints about an individual staff member:

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

Stage two

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

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

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

Making a complaint to Ofsted

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

Ofsted's address is:

Ofsted,

Piccadilly Gate,

Store Street,

MANCHESTER

M1 2WD

Telephone: 0300 1231231

## **CORONAVIRUS POLICY**

S4YC are committed to following Government guidelines set out by the Department of Health and have set out below an operation plan for the company in these unprecedented times.

### **Absences**

To enable us to manage absences during COVID-19 outbreak we must follow the procedures set out below and record appropriately.

- If any child is absent the Manager must clarify the reason why with the parents either verbally or by a telephone conversation with to confirm if their absence relates to the Coronavirus.
- If a child has a new dry cough or a high temperature, loss of sense of smell/taste they must Self Isolate for 3 days.
- The Manager should confirm a return date with parents at least 3 days on from this date (after which isolation by the child is complete)
- If a setting is forced to close, parents will not be liable for the payment of childcare fees.
- Children attending Out of school club book in the usual way using iPAL and must give notice if wishing to cancel their place. If the place isn't cancelled, they will be charged.

### **Taking measures to reduce virus spread within S4YC settings**

Please follow guidelines from the World Health Organisation on infection control:

- Frequently clean hands using alcohol-based hand rub or soap and water.
- When coughing and sneezing, cover mouth and nose with flexed elbow or tissue – throw tissue away immediately and wash your hands.
- Avoid close contact with anyone who has fever and cough.
- Staff will clean and disinfect regularly touched objects and surfaces more often than usual using standard cleaning products. This includes tables, chairs, resources, equipment, doorknobs, light switches, countertops, handles, toilets, taps, and sinks.

### **Coronavirus alert: Rare syndrome seen in UK children**

As this new information emerges in regard to the coronavirus here are some signs and symptoms to look out for, if you are concerned about a child's health whilst they are in your care please call the child's parents/ carers or emergency contact. And follow first aid treatments whilst awaiting collection.

NHS doctors have been warned to look out for a rare but dangerous reaction in children that may be linked to coronavirus infection. (Kawasaki Disease)

<https://www.nhs.uk/conditions/kawasaki-disease/>

### **When to seek help**

Whilst coronavirus is infectious to children, it is rarely serious. If a child becomes unwell it is likely to be a non-coronavirus illness, rather than coronavirus itself.

However, the RCPCH advises parents to seek urgent help (call 999 or go to A&E) if a child is:

- Becoming pale, mottled and feeling abnormally cold to the touch
- Has pauses in their breathing (apnoea's), has an irregular breathing pattern or starts grunting
- Has severe difficulty in breathing becoming agitated or unresponsive
- Is going blue round the lips



- Has a fit/seizure
- Becomes extremely distressed (crying inconsolably despite distraction), confused, very lethargic (difficult to wake) or unresponsive
- Develops a rash that does not disappear with pressure (the 'Glass test')
- Has testicular pain, especially in teenage boys

<https://www.bbc.co.uk/news/health-52439005>

### **Coronavirus procedure**

S4yc aim to continue to offer childcare provision to vulnerable and key worker children whilst following health and safety measures to ensure children are kept safe whilst taking part in different fun activities during this time.

### **Rigorous infection control measures**

Our settings have rigorous infection control measures in place such as:

- Regular supervised hand washing ensuring young children and adults wash their hands for 20 seconds more often than usual with soap and water
- Cleaning and disinfecting regularly touched objects and surfaces and the wider environment more often than usual using your standard cleaning products and following a rigorous cleaning procedure.
- Using waterproof dressings to cover on any existing wounds or lesions
- Wearing personal protective equipment (PPE) such as aprons and gloves following current government guidelines
- The immediate cleaning of spillages of blood and other bodily fluids  
Clear procedures on safe disposal of waste – double bagged
- infection control guidance and management procedures in place which are clearly understood and adhered to by staff
- making sure any items that ed mouths such as cups, bottles and straws are not shared.

### **Handwashing**

Public Health England advises that children and staff should be encouraged to catch sneezes with a tissue, bin the tissue and wash their hands. All settings have introduced snuffle stations to support the above advice.

Staff should remind children to wash their hands whilst explaining the reasons behind hand washing in an age appropriate way:

- after outside breaks
- before meals and snack times
- after using the toilet
- when they arrive at the setting
- at the end of the day before they go home.

If you do not have access to soap and water to hand at the time, an alcohol-based hand sanitizer can be used instead. Look for products with minimum 60% alcohol. It is important that everyone should not to touch their eyes, nose, and mouth with unwashed hands.

### **Serious Health Issues**

We advise that if any parent or child has corona virus then they should not attend the setting but follow the current government guidelines regarding self- isolation. Children 3 complete days and adults 5 complete days.

### **Signing in / out**

The manager of each setting will continue to sign your children in and out of each session that they attend. Parents are now able to come into all of the S4YC settings unless the government guidelines change.

### **Snack / Lunch**

S4YC will continue to provide Breakfast and after school snacks and in preschool/ nurseries where applicable morning and afternoon snack will be provided and a cooked lunch or a packed lunch provided by parents.

### **Parent and Toddler sessions**

Once we are able to recommence with these sessions then we will advise all parents.

### **Visitors**

Visitors are now welcome again into all of our S4YC settings.

### **Key workers and vulnerable children/family groups**

#### **Health and social care**

This includes but is not limited to, doctors, nurses, midwives, paramedics, social and other frontline health, and social care staff including volunteers; the support and specialist staff required to maintain the UK's health and social care sector. Those working as part of the health and social care supply chain including producers and distributors of medicines and personal protective equipment.

#### **Education and childcare**

Nursery and teaching staff, social workers and those specialist education professionals who must remain active during the COVID-19 response to deliver this approach.

#### **Key public services**

Those required to run the justice system, religious staff, charities, and workers delivering key front-line services, those responsible for the management of the deceased, journalists and broadcasters who are providing public service broadcasting.

#### **Local and national government**

Administrative occupations essential to the effective delivery of the COVID-19 response or delivering essential public services, including payment of benefits.

#### **Food and other necessary goods**

Those involved in the production, processing, distribution, sale, and delivery of food.

#### **Public Safety and National Security**

Police and support staff, ministry of defence civilians, contractor and armed forces personnel, fire and rescue services including support staff, national crime agency staff, those maintaining border security, prison and probation staff and other national security roles.

### **Transport**

Those who will keep the air, water, road and rail passenger and freight transport modes operating.

### **Utilities, communication, and financial services**

This includes essential financial services provision (Including but not limited to workers in banks, building societies and financial market infrastructure), the oil, gas, electricity and water sectors, information technology and data infrastructure sector and primary industry supplies to continue during COVID-19 response, as well as key staff working in the civil nuclear, chemicals, telecommunications, postal service and delivery, payments providers and waste disposal sectors.

### **Vulnerable children**

Children who are supported by social care, those with safeguarding and welfare needs, including child in need plans, on child protection plans, 'looked after' children, young carers, disabled children and those with education, health and care (EHC) plans.

### **S4YC Bookings for Key Workers / Vulnerable Children – Target Children only**

#### **Before and After School Clubs**

All settings are now fully open.

#### **Preschools / Nursery's**

All Preschools and Nurseries are now fully open.

### **Cancellations**

**Now that all restrictions have been lifted S4YC have in place a 7 day cancellation policy.**

#### **Preschools / Nursery Fees**

All Preschool / Nursery fees including voluntary contributions are now all back in place since the lifting of the restrictions due to Covid – 19.

#### **Holiday clubs**

Holiday clubs will run in line with government guidelines.

#### **Children from other settings**

Now that there are no restrictions in place we accept children from other settings.

- All about me to be completed – if aged 0-4 years
- Staff to introduce them self to the child and family
- iPAL system to be completed with permissions
- Allergies and health care needs discussed before child begins.

#### **Home Learning**

Our Early years Compliance managers have put together a home learning package for parents/carers to share with their child/ren at home during these unprecedented times. This home learning pack has been emailed out to all Preschool / Nursery parents via iPAL and can also be found on the company website <http://www.s4yc.co.uk/page/preschool-nursery-home-learning/64830>

#### **Facebook**

Activities are being uploaded to Facebook e.g. stories, songs, action rhymes for you to join in with children at home. This is also an opportunity for children to see some of their key persons keeping the connection with preschool / nursery.

### **Early Years Foundation Stage (EYFS)**

On 24.4.2020 amendments to the statutory guidance came into place to be followed during the COVID-19 epidemic these are as follows. This guidance has now been change to follow government guidance.

#### **Ratios – During Covid – 19 restrictions only**

Ratios remain the same for private, voluntary, and independent early years providers. Exceptions can be made during the crisis, as the EYFS already allows for changes to ratios in exceptional circumstances. Providers should ensure that they keep the safety and well-being at the heart of any decision to reduce their ratios during Covid-19 and use “reasonable endeavours” to ensure that at least half of their team holds at least a relevant L2 qualification to meet staff: child ratios – although this will not be a legal requirement.

A risk assessment approach will be used to determine whether settings can operate safely. Where this is not the case, they should speak to their local authority to discuss options such as sharing provision or merging with other settings.

Settings that have remained open during the crisis may need to get back to full staffing levels once the period of temporary changes has ended. For these settings, there will be a transitional period of up to two months, where the relaxed requirements around qualification levels will be allowed to continue.

#### **DBS checks**

These are still required for new staff. If an application had been made but the DBS disclosure has not arrived, new staff and volunteers can still care for children if they are supervised by someone with a DBS check.

Under no circumstances can an unchecked member of staff be left alone with children. We have received several queries from the sector about the portability of DBS checks during this time so it is reassuring to have had clarification that where a worker is already engaged in regulated activity and has the appropriate DBS check, there is no expectation that a new check should be obtained for them to temporarily move to another setting.

The onus remains on the receiving setting to satisfy themselves that the appropriate checks. This could also include seeking clarification from the existing employer.

#### **Learning and development – During Covid – 19 restrictions only**

Early years providers should use 'reasonable endeavours' to meet the existing learning and development requirements, instead of this being something they ‘must do’. Providers should tailor their curriculum, or educational programmes, to what is appropriate to the children currently in their care. This will involve ensuring that children continue to be supported to learn and develop in an environment that meets their needs.

#### **Progress check for two-year-olds – During Covid – 19 restrictions only**

The progress check at age two will not need to be undertaken during the coronavirus period. Once the setting has reopened fully, you should carry out the check on children who are still within the two- to three-year-old range. This will form part of the summative assessment is done for all children, regardless of whether they are returning or have continued to attend as a prioritised place. In the meantime, practitioners can hold true to the purpose of the progress check by seeking help for any children whose progress and development give them cause for concern.

### **First aid – During Covid – 19 restrictions only**

Paediatric first aid requirements remain in place for children below the age of 24 months. However, if children aged between two- and five-years-old are being cared for, providers must use their “best endeavours” to ensure one person with PFA is onsite when children are present. If this is not possible, providers must carry out a written risk assessment and ensure that someone with a First Aid at Work or emergency PFA certification is on site at all times when children are on the premises. New entrants (L2 and L3) will not need to hold a PFA certificate within their first three months to be counted in staff: child ratios.

If a practitioner is unable to renew their first aid certificate for reasons directly related to Covid-19, the validity of current certificates can be extended by up to three months. This applies to certificates expiring on or after 16 March 2020.

Providers will need to be confident that where certificates have expired they have plans in place to update them asap once the crisis is over which may be a challenge as first aid training is not always easy to access and is likely to be oversubscribed once the restrictions are lifted.

### **Social distancing - During Covid – 19 restrictions only**

The government has made available additional guidance to help ensure that the risk of virus spread for both staff and children is as low as possible. Settings that remain open should:

- Tell children, parents, carers or any visitors such as suppliers, not to enter the setting if they are displaying any symptoms of coronavirus.
- Consider how children arrive at the setting and reduce any unnecessary travel on public transport.
- Ensure group sizes reflect the numbers of practitioners available and are kept as small as possible.
- Stagger lunch and snack times to reduce large groups of children.
- Discourage parents from gathering in their lobby/entrance area.
- Try to follow the social distancing guidelines

Social distancing is a difficult concept in an early year setting. Staff may want to consider:

- Changing the layout of your sleep/rest area so that cots or sleep mats are at least 2 metres apart.
- Open out or stop using areas that are usually enclosed i.e. book corner or dens.
- Suspend activities such as sand and water play or cooking that pose a higher risk of cross-contamination.

In addition to increased hand hygiene, wash children’s hands for at least 20 seconds when they arrive at the setting, after toileting, before and after snacks, lunch, throughout the day and before they leave.

**VISITOR POLICY/PROCEDURE- During Covid – 19 restrictions only**

The safety of children and staff are of utmost importance at this difficult time. Whilst we are doing everything possible to ensure our staff and children are protected, visitors pose a risk and are discouraged where possible. If visits are necessary (and cannot be conducted online i.e. 'virtually') a number of safety steps and procedures must be adhered to.

All visitors entering setting premises MUST have a booked appointment to do so. This will have been pre-arranged with the setting manager by email AT LEAST 24hrs prior to the visit.

If an appointment has not be pre-arranged, the visitor will be asked to leave the premises and email the setting manager to arrange a suitable time to return.

Having booked an appointment – the setting manager will have made sure the visitor is aware of the necessary health and safety procedures required to safely enter the setting under the current conditions - these will include distancing measures and the use of PPE equipment.

All visitors will be required to complete a declaration before entering the setting to enable the senior manager to determine if they pose any risk to children or staff.

Only when it is deemed safe to do so will the visitor be signed into the setting (on iPAL) by the setting manager.

**EXTRA PRECAUTIONS:**

Whilst in the setting visitors will be asked to follow these additional Covid-19 guidelines:

- Wash/sanitise hands before and after entering the setting. - Wear their own PPE. - Avoid touching equipment/resources within the setting (including door handles – allow staff to open doors on your behalf). - When coughing and sneezing cover mouth and nose with flexed elbow or tissue – throw tissue away immediately and wash your hands. - Adhere to social distancing measures of 2m where possible.

Alongside these extra precautions, visitors will be reminded of the following:

Signing in/out: All visitors must be signed in at the on iPAL by the senior manager

Supervision: Visitors must be supervised at all times whilst visiting the setting.

Safeguarding Children: If you have a concern that a child has been harmed, is at risk of harm, or you receive a disclosure, please inform the setting manager and/or the senior safeguarding leads David James/Marc Sewell. David James 077347 05559 / Marc Sewell 07814 389469 (info@s4yc.co.uk)

Health and Safety: Your safety and wellbeing during your visit are important to us. We carry out risk assessments on a regular basis but, as a visitor, you have a legal duty of care for the health and safety of yourself and others.

Emergency: In the event of an emergency our primary concern will be to ensure that both children and staff are kept safe. If it is necessary to evacuate the setting you will be escorted from the building to the assembly point using the nearest safe exit.

Phones: We have a clear policy on the acceptable use of mobile phones and cameras in our setting. Visitors must not use their mobile phone – or any other device - to take photographs within the setting. This includes taking photographs of their own children.

Smoking: Smoking is not permitted anywhere on the premises of S4YC, including outside play areas. This rule applies to everyone including staff, people collecting children or any other visitors

**DECLARATION/VISITOR QUESTIONNAIRE:**

The safety of our children, staff, families, and visitors remain S4YC’s overriding priority. As the coronavirus disease 2019 (COVID19) lockdown guidance changes, S4YC are monitoring the situation closely and will periodically update company guidance based on current recommendations from the government. Only unavoidable/necessary visitors are permitted at any S4YC setting at this time.

To prevent the spread of COVID-19 and reduce the potential risk of exposure to our children, staff, families, and visitors, we are conducting a simple screening questionnaire. Your participation is important to help us take precautionary measures to protect you and everyone in this setting. Thank you for your time.

Visitor’s Name: .....Personal Phone Number: .....

Reason for Visit: .....

**SELF DECLARATION:**

Please answer the following questions by circling Yes (Y) or No (N)

I have:

- 1) Tested positive for Covid-19 (Y / N)
- 2) Experience symptoms of Covid-19 (Y / N)
- 3) None of the above (Y / N)

If you have answer Yes to questions 2 or 3 please state when you tested positive or started to experience symptoms of Covid-19 .....

A member of my household (someone I have come into contact with) has:

- 4) Tested positive for Covid-19 (Y / N)
- 5) Experience symptoms of Covid-19 (Y / N)
- 6) None of the above (Y / N)

If you have answered Yes to questions 4 or 5 please state when a household member (or someone you have come into contact with) tested positive or started to experience symptoms of Covid-19 .....

Access to setting: approved / denied (please circle)

Signed (setting manager): ..... Print name: .....Date: .....