

Safeguarding

Children's rights and entitlements

Unique Child

1.2 Inclusive practice

Positive relationship

2.1 Respecting each other

Enabling Environment

3.2 Supporting every child

Learning and Development

4.4 Personal Social and Emotional

We promote children's right to be strong, resilient and listened to:-

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

To be strong means to be:

- *secure in their relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;*
- *safe and valued as individuals in their families and in relationships beyond the family;*
- *self assured and form a positive sense of themselves – including all aspects of their identity and heritage;*
- *confident in abilities and proud of their achievements;*
- *progressing optimally in all aspects of their development and learning.*
- *part of a peer group to learn to negotiate, develop social skills and identity respecting the rights of others in a diverse world;*
- *able to participate and to represent themselves in aspects that affect them as well as aspects that affect their lives.*

To be resilient means to:

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

To be listened to means:

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



Safeguarding

Safeguarding children and child protection

Unique Child	Positive relationship	Enabling Environment	Learning and Development
1.3 Keeping Safe	2.1 Respecting each other 2.2 Parents as Partners	3.4 The wider contexts	4.4 Personal Social and Emotional

If you should have any concerns about any child in our care please speak to **Donna Dixon or Denise Smith** our designated Child Protection Officers, one or the other will be on site throughout the week. Our designated officer who oversees this work is **Sheila Lancaster**.

It is the Safeguarding teams responsibility to ensure that:

- All Safeguarding training is kept up to date and information is cascaded down to the rest of the team;
- Training opportunities for all adults involved in the group will ensure that they recognise the symptoms of possible neglect and physical, emotional and sexual abuse.
- The portfolio of information is constantly updated to keep themselves and others informed,
- Playbox team and any other safeguarding professionals liaise to safeguard the children in our care.
- All of our team and parents are made aware of our safeguarding policies and procedures.
- We provide adequate and appropriate staffing resources to meet the needs of the children.
- Candidates for a post at Playbox are informed of the need to carry out 'enhanced disclosure' checks. And the requirement for at least two references.
- It will be made clear to applicants for posts within the pre-school that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
- All appointments, both paid and voluntary, will be subject to a probationary period of six months and will not be confirmed unless the pre-school is confident that the applicant can be safely entrusted with the children.
- Adults who have not been registered as 'fit' persons by the Criminal Investigation Board (as in parent helpers and some students) will not be left unaccompanied with children at anytime.
- Volunteers do not work unsupervised.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to Playbox.
- We take security steps to ensure that we have control over who comes into Playbox so that no unauthorised person has unsupervised access to the children.
- Adults will not be left alone for long periods with a child or with small groups. An adult who needs to take a child aside - for example, for time out after undesirable behaviour will leave the door ajar.
- Adults will not carry their mobile phones around Playbox, but will leave them with their personal effects.
- Through curriculum planning children will be encouraged to develop a sense of autonomy and independence, adults will support children making choices and in finding names for their own feelings and acceptable ways to express themselves. This will help children to have the self-confidence and vocabulary to resist inappropriate approaches.
- Children's comments will be listened to, if these give cause for concern they will be logged on a confidential disclosure form and the Pre-schools Child Protection Officer will be informed. We take care not to influence the outcome, either through the way we speak to children or by asking questions of children.
- The layout of the playroom will permit constant supervision of all children. If they should be seen to act in an inappropriate way in their play their behaviours will be recorded on a confidential document and concerns taken to the CPO and subsequently advise will be sought from the LSCB
- Changes in children's behaviour/appearance are recorded on a confidential disclosure form and subsequently, investigated by the CPO and ultimately reported to the LSCB these incidences will include any marks seen on the child's body on arrival or during their stay in the Pre-school session.

Support families

The pre-school will take every step in its power to build up trusting and supportive relationships between families, the team and volunteers in the group. Where abuse at home is suspected, The Playbox team will continue to welcome the child and family while investigations proceed. Confidential records kept on a child will be shared with parents unless it is thought that doing so will jeopardise the child's safety or wellbeing.

We comply with the procedures approved by the Local Safeguarding Children Board LSCB. (copy available should anyone wish to view it), We intend to create in Playbox Pre-school an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to.

The first concern will be the child. Children whose condition or behaviour has given cause for concern will be listened to, reassured and helped to understand that they themselves are valued and respected and have not been at fault.

All such suspicions and investigations will be kept confidential, shared only with those who need to know. The people most commonly involved will be the Child Protection Officer, the Pre-School Leader and the Management Committee Chair.

Keeping records

Whenever worrying changes are observed in a child's behaviour, physical condition or appearance, a specific and confidential record will be set up, separate from the usual ongoing records of children's progress and development. The record will include, in addition to the name, address and date of birth of the child: timed and dated observations, describing objectively the child's behaviour and appearance, without comment or interpretation; where possible, the exact words spoken by the child and adult assisting the child; the dated name and signature of the recorder.

Such records will be kept in a separate file and will not be accessible to people other than the Pre-School Leader, Chair and Child Protection officer.

Liaise with other bodies

The pre-school operates in accordance with guidelines laid down by OFSTED the registering authority. Confidential records kept on children about whom the Pre-school is anxious will be shared with the LSCB if we feel that adequate explanations for changes in the child's condition have not been provided.

- *We work within the Local Safeguarding Children Board guidelines.*
- *We have a copy of 'What to do if you're worried a child is being abused' for parents and our team and all our team are familiar with what to do if they have concerns.*
- *We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for Playbox and social services to work well together.*
- *We will notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.*
- *Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.*
- *If a referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.*

Allegations against our team

If a volunteer or member of the team is accused of any form of child abuse, she/he will be suspended from duty straight away and until investigations have been carried out. At this point OFSTED and if necessary the police will be made aware of the situation. The person accused will be interviewed as soon as possible and may choose to attend the interview accompanied by a friend or colleague and to seek guidance from Citizens Advice. After the interview the accused will stay suspended on full pay while an investigation is made in line with the LSCB procedures. Confidential records will be kept of the allegation and of all subsequent proceedings. This is not an indication of admission that the alleged incident has taken place, but is to protect the our team as well as children and families throughout the process.

- *We ensure that all parents know how to complain about the behaviour or actions of our team or volunteers within Playbox, which may include an allegation of abuse.*
- *We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of our team, or volunteer within Playbox has abused a child.*
- *We respond to any disclosure by children or our team that abuse by a member of our team or volunteer within Playbox, may have taken, or is taking place, by first recording the details of any such alleged incident.*
- *We refer any such complaint immediately to the local authority's social care department to investigate. We also report any such alleged incident to Ofsted and what measures we have taken.*



Safeguarding Looked after children

Unique Child

- 1.1 Child development.
- 1.2 Inclusive practice.
- 1.3 Keeping Safe.

Positive relationship

- 2.1 Respecting each other.
- 2.2 Parents as Partners.
- 2.4 Key person.

Enabling Environment

- 3.2 Supporting every child.
- 3.4 The wider context.

Learning and Development

- 4.4 Personal, Social and Emotional.

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

In Playbox, 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 these **attachment and resilience**. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness to learning and are the basis in developing positive dispositions for learning.

- We do not offer placements for babies and children under two years who are in care; we offer instead a carer and baby/toddler to enable a child to play and engage with other children where their carer stays with the child.
- We offer places to two-year-old children. 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 where the placement in the Playbox 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 has formed a secure attachment to the carer. We expect that the placement in the Playbox 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.
- 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.
- Donna Dixon is Playbox's designated Safeguarding person and the key person to liaise with agencies, professionals and practitioners involved with the child and his or her family. She ensures appropriate information is gained and shared.
- At the start of a placement there is a professionals meeting that will 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 such issues for the child as:
 - how any emotional needs and problems that affect behaviour are to be managed;
 - the child's sense of self, culture, language/s and identity – how this is to be supported;
 - the child's interests and abilities and possible learning journey pathway; and
 - how any special needs and needs for sociability and friendship will be supported.
 - how information will be shared with the foster carer and local authority (as the 'corporate parent').
 - 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 in Playbox, when, where and what form the contact will take will be discussed.

Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.



Safeguarding

Confidentiality and access to records

Unique Child

1.3 Keeping Safe.

Positive relationship

2.1 Respecting each other.

Enabling Environment

3.4 The wider context.

Learning and Development

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access to high quality early years care and education in Playbox. 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. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

Confidentiality procedures

- *We always check whether parents regard the information they share with us to be confidential or not.*
- *Parent/carers sometimes share information about themselves with other parents as well as our team; we cannot be held responsible if information is shared beyond 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 inform parents when we need to record confidential information beyond the general personal information, for example with regard to injuries, concerns, about a child or family, any discussions with parents on sensitive matters, any records we 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 record keeping procedures).*

Access to records procedures

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

- *Any request to see the child's personal file by persons with parental responsibility must be made in writing to Playbox leader or manager who will inform the chairperson and sends a written acknowledgement.*
- *The manager and chairperson of the management committee prepare the file for viewing within 14 days.*
- *All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file*
- *Third parties' include all family members who may be referred to in the records and workers from any other agency, including social services, the health authority, etc.*
- *When the consents/refusals have been received these are attached to the request letter.*
- *Playbox leader and chairperson of the management committee go through the file and remove any information which a third party has refused consent to disclose. What remains is the information recorded by Playbox, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.*
- *Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against Playbox or another (third party) agency.*

All the undertakings above are subject to the paramount commitment of Playbox, which is to the safety and well-being of the child. Please see also our policy on child protection.



Safeguarding Information sharing

Unique Child

- 1.2 Inclusive practice.**
- 1.3 Keeping Safe.**

Positive relationship

- 2.1 Respecting each other.**
- 2.2 Parents as Partners**

Enabling Environment

- 3.4 The wider context.**

Learning and Development

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 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 decision will not be made as an individual, but with the back-up of management committee officers. 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 is suffering, or at risk of suffering, significant harm.*
- To prevent significant harm arising to children including the prevention, detection and prosecution of serious crime.*

Our procedure is based on the FOLLOWING rules for information sharing as set out in Information Sharing: Guidance for Practitioners and Managers (DCSF 2008).

- Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.*
- We explain to families how, when and why information will be shared about them and with whom. Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation. Seek advice when there are doubts about possible significant harm to a child or others.*
- Share with consent where appropriate. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.*
- Consider the safety and welfare of the child when making a decision about sharing information – if there are concerns regarding ‘significant harm’ the child’s well being and safety is paramount.*
- Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely. Our Child Protection procedure and Record Keeping procedure set out how and where information should be recorded and what information should be shared with another agency when making a referral.*
- Reasons for decisions to share information, or not, are recorded.*
- Parents/Carers consent to share information will be sought in most cases. Parents/Carers refusal to give consent may be overridden.*



Safeguarding Uncollected child

Unique Child

1.3 Keeping
Safe.
1.4 Health and
Wellbeing

Positive relationship

2.2 Parents as
Partners

Enabling Environment

3.4 The wider
context.

Learning and Development

In the event that a child is not collected by an authorised adult at the end of a session/day, Playbox puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

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

- *Parents of children starting at Playbox are asked to provide the following specific information which is recorded on our Registration Form:*
- *Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.*
- *Place of work, address and telephone number (if applicable).*
- *Mobile telephone number (if applicable).*
- *Names, addresses, telephone numbers of adults who are authorised by the parents to collect their child from Playbox.*
- *Who has parental responsibility for the child.*
- *On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted*
- *Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.*

We obviously have an obligation to stay with any uncollected child at the end of the day, until the child is collected.

We will not release the child to an unauthorised person, even if the collection is late, unless an authorised person telephones to state that because of an emergency a different person will be collecting.

The authorised person should give the name and address and a physical description of the unauthorised person and a password (as recorded on the registration form) and the person in charge will check this description before permitting the child to leave.

If a child is left beyond Playbox closing time these procedures will be followed:

- *The child's file is checked for any information about changes to the normal collection routines.*
- *If no information is available, parents/carers are contacted at home or at work.*
- *If this is unsuccessful, the adults who are authorised by the parents to collect their child from Playbox - and whose telephone numbers are recorded on the Registration Form - are contacted.*

- *All reasonable attempts are made to contact the parents or nominated carers.*
- *The child does not leave the premises with anyone other than those named on the Registration Form or named by parents at the beginning of the session*
- *If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.*
- *We contact our local authority children's social services care team: on 01752 308600*
- *The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.*
- *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 do our team go to look for the parent, nor do they take the child home with 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 by our team. A record will be kept of all children who are not collected by the due time. This will note the date, the time at which the child was collected, who collected the child, and the reason given.*

In the event that a child is not collected by the due time a charge of £20.00, for every five to fifteen minutes may required. If a child has been collected after the due time on three occasions in one year the parent will be written to by the pre school committee, pointing out the difficulties late collection causes the pre-school. At this stage, acceptable arrangements by the parents will need to be made.

- *If a child is left beyond Playbox lunch club closing time the procedures will be the same as above. We are registered for 36 children each session and inviting an extra child into an afternoon session could send us over this number, which ultimately could compromise our registration with out which we would be closed down.*



Safeguarding Missing child

Unique Child

**1.3 Keeping
Safe.
1.4 Health and
Wellbeing**

Positive relationship

**2.2 Parents as
Partners**

Enabling Environment

**3.4 The wider
context.**

Learning and Development

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

Child going missing on the premises

- *As soon as it is noticed that a child is missing the key person/our team alerts Playbox leader.*
- *Playbox leader will carry out a thorough search of the building and garden.*
- *The register is checked to make sure no other child has also gone astray.*
- *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, the parent is contacted and the missing child is reported to the police.*
- *Playbox leader talks to the our team to find out when and where the child was last seen and records this.*
- *Playbox leader contacts the chairperson and reports the incident. The chairperson, with the management committee, carries out an investigation.*

What to do when a child goes missing from a whole setting outing. As soon as it is noticed that a child is missing, our team on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One our team member searches the immediate vicinity but does not search beyond that.

- *Playbox manager is contacted immediately and the incident is reported.*
- *The manager contacts the police and reports the child as missing.*
- *The manager contacts the parent, who makes their way to Playbox or outing venue as agreed with the manager.*
- *The our team take the remaining children back to Playbox.*
- *In an indoor venue, the our team contact the venue's security who will handle the search and contact the police if the child is not found.*
- *The manager contacts the chairperson and reports the incident. The chairperson, with the management committee, carries out an investigation.*

The investigation

- *Our team will keep calm and do not let the other children become anxious or worried.*
- *The manager and/or management committee will speaks with the parent(s).*
- *The chairperson and management committee will carry out a full investigation taking written statements from all the our team in the room or who were on the outing.*

- *The key person/our team member writes an incident report detailing the date and time of the report. What our team/children were in the group/outing and the name of the our team designated responsible for the missing child. When the child was last seen in the group/outing. What has taken place in the group or outing since the child went missing. The time it is estimated that the child went missing.*
- *A conclusion is drawn as to how the breach of security happened*
- *If the incident warrants a police investigation, all our team co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing our team. Children’s Social Care may be involved if it seems likely that there is a child protection issue to address.*
- *The incident will be reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.*
- *In the event of disciplinary action needing to be taken, Ofsted and the insurance provider will be informed.*



Safeguarding

Supervision of children on outings and visits

Unique Child

1.3 Keeping Safe.
1.4 Health and Wellbeing

Positive relationship

2.2 Parents as Partners.

Enabling Environment

3.3 Learning Environment

Learning and Development

4.2 Active Learner.

The our team of Playbox ensure that there are procedures to keep children safe on outings; all our team and volunteers are aware of and follow the procedures below.

- *Parents sign a general const on registration for their children to be taken out as a part of the daily activities of Playbox*
- *There is a risk assessment for each venue carried out, which is reviewed regularly.*
- *All venue risk assessments are available for parents to see.*
- *Our adult to child ratio is normally one adult to four children, depending on their age, sensibility and type of venue as well as how it is to be reached.*
- *Named children are assigned to individual our team to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.*
- *Outings are recorded in an outings record book kept in Playbox stating:*
- *The date and time and place of outing.*
- *Names of our team assigned to named children.*
- *Time of return.*
- *Our team take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, 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.*
- *Our team will take a list of children with them with contact numbers of parents/carers.*
- *A minimum of three adults will accompany children on outings.*



Safeguarding

Maintaining children's safety and security on premises

**Unique
Child**

**Positive
relationship**

**Enabling
Environment**

**Learning and
Development**

**1.3 Keeping
Safe.**

**2.2 Parents as
Partners.**

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us. **Julie Jury** our Safety Officer; if you have anything to discuss with Julie about Health or Safety issues she is in the pre-school, Mondays, Tuesdays, Wednesdays and Thursdays

The safety of young children is of paramount importance. In order to ensure the safety of both children and adults, the pre-school will ensure safety in the following areas;

Environment

- The team are made aware of risk and how to carry out risk assessments. It is the responsibility of the team to carry out safety checks on the premises, both indoors and outdoors, before each day begins.
- The team are made aware of all policies and procedures
- The team are trained in first aid to perform on children and adults.
- Public space used for outdoor play is checked for litter, animal soiling and other dangers.
- Equipment is checked regularly by any adult who is selecting and/or erecting it for use. Large equipment is erected with care by two people while children are sitting quietly. Each half term all equipment is cleaned and any dangerous items repaired/discarded.
- The layout, space and ratios will allow children and adults to move safely and freely between activities.
- There are adequate systems and equipment in place for the detection and control of fire
- Fire doors are never obstructed and fire exits are easily identifiable.
- A record is kept of any checks by the Fire Safety Officer and also of fire drills and servicing of fire safety equipment. Any recommendations by the Fire Safety Officer will be carried out.
- Fire extinguishers are checked annually and our team are trained in how to use them.
- Fires/heaters, electric points, wires and leads are adequately guarded.
- All dangerous materials, including medicines and cleaning materials, are stored out of reach of children.

Our team

- We ensure all employed our team have criminal record checks by an enhanced disclosure from the Criminal Records Bureau.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- We carry out risk assessment 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 - our team, volunteers and visitors - are recorded.

- *Our systems prevent unauthorised access to our premises.*
- *Our systems prevent children from leaving our premises unnoticed.*
- *The personal possessions of our team and volunteers are securely stored during sessions.*

Supervision

- *Children will leave the group only with an authorised adult.*
- *If a small group goes out, there will be sufficient adults to maintain appropriate ratios for our team and children remaining on the premises.*
- *Whenever children are on the premises at least two adults will be present.*
- *Children who are sleeping will be kept in the main room and checked regularly.*

Adult awareness and safety

Ensuring the safety of all the team, the children and visitors must be our highest priority.

The Safety at Work Act 1974 requires every organisation to ensure, so far as is reasonably practicable, the safety and welfare of its employees. It also requires that no one is put at risk as a result of its activities.

The responsibilities set out in this document are to ensure that no activity must be pursued without prior consideration to Safety, and an activity which cannot be carried out to an adequate safety standard must not be carried out.

Safety is an integral part of the duties of all team members, for which they are held accountable at all levels. With emphasis to those responsible for the activities which involve the children of Playbox,

Risks to safety are assessed to a reasonable and consistent standard and appropriate control measures and safe systems of work are used.

- *The emergency procedure is brought to the attention of every individual in the pre-school. Fire evacuation exercises are carried out each session in one week each half term.*
- *Arrangements exist for ensuring that all accidents where injury or damage might have occurred are investigated and written in the accident/incident book with the aim of preventing a recurrence.*
- *Electrical safety of appliances is checked at least every two years by a qualified electrician selected by the church committee.*
- *Effective communication and consultation concerning safety is carried out with all members of the team and where appropriate with parents.*
- *Adults in the group have access to advice on safe lifting.*
- *If adults need to reach up for stored equipment, they will be provided with something safe to stand on. Heavy materials will not be stored above head height.*
- *Adults will not be required to be in the building alone, or to leave the building alone after dark.*
- *Safety training needs are identified and the team are trained in safe practices relevant to their work. Safety is an element in induction training.*

Duty of all individuals

- *To use safe working procedures at all times*
- *Report accidents and potentially dangerous incidents to the Safety coordinator, supervisor or manager, and co-operate fully in investigations which are carried out to prevent recurrence*
- *Report unsafe or unhealthy working conditions to the safety coordinator or supervisor.*

Additional considerations

- *Hats will be worn and sun cream applied to all children playing outside in the sun.*
- *Children playing with or near water will be continuously supervised.*
- *There will be safe surfaces (crash mats) beneath and around all climbing equipment and such activities will be appropriately supervised.*
- *All cooking activities involving the use of heat will be continuously supervised.*
- *Stored equipment belonging to other organisations will be checked for potential hazards.*
- *Access to dangerous areas, such as stairways are restricted.*
- *Systems are in place to ensure that children are not at risk from swinging doors.*
- *The doors to the room the main door and car park gates will be closed by the start of each session to ensure that no child can leave the premises undetected.*
- *If an accident does happen which results in injury to a child the supervisor or other first aider will do all they can to aid the child concerned. If necessary, emergency assistance will be sought and parents contacted*



Safeguarding

Making a complaint/ Whistle Blowing

Unique Child

1.2 Inclusive practice

Positive relationship

2.1 Respecting each other 2.2 Parents as Partners.

Enabling Environment

3.2 Supporting every child 3.4 The wider context

Learning and Development

The team or parents are often the first to realise that there may be something seriously wrong within the Pre-school. However, they may not express their concerns because they feel that speaking up would be disloyal to the team, their colleagues or to the Pre-school as a whole. They may also fear harassment or victimisation.

The pre-school is committed to the highest possible standards of openness and accountability. In line with that commitment we encourage parents and employees with serious concerns about any aspect of the pre-schools work to come forward and voice those concerns. It is recognised that certain cases will have to proceed on a confidential basis.

We are required to keep a 'summary log' of all concerns and complaints that reach stage two or beyond. This is to be made available to parents as well as to Ofsted inspectors.

This policy makes it clear that parents and employees can do something without fear of reprisals and aims to:

- *provide avenues for you to raise concerns and receive feedback on any action taken;*
- *allow you to take the matter further if you are dissatisfied with the management committee's response;*
- *reassure you that you will be protected from reprisals or victimisation for whistle blowing in good faith.*

Acknowledge concern may be about something that:

- *is unlawful*
- *falls below established policy or procedure*
- *amount to improper conduct.*

Confidentiality

The Pre-school will do its best to protect your identity when you raise a concern and do not want your name to be disclosed. It must be appreciated that the investigation process may reveal the source of the information and a statement by you may be required as part of the evidence.

The committee chair will encourage you to put your name to your allegation. Concerns expressed anonymously are much less powerful, but they will be considered at the discretion of the committee.

Untrue Allegations

If you make an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against you. If, however, you should make allegations that are malicious, a disciplinary action may be taken against you.

How the Committee will respond

The action taken by the Committee will depend on the nature of the concern/complaint. The matters raised may:

- *be investigated internally*
- *be referred to the Police*
- *be referred to Ofsted*

How to raise concern/complaint

- *Parents or carers who have a concern about an aspect of Playbox's provision talks over, first of all, his/her concerns with a Playbox leader.*
- *Most concerns/complaints should be resolved amicably and informally at this stage.*
- *If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concern/complaint in writing to Playbox leader and the chair of committee.*
- *When the investigation into the concern/complaint is completed, Playbox leader or manager meets with the parent to discuss the outcome.*
- *Parents will be informed of the outcome of investigations within 28 days of the concern/complaint.*
- *If the concern/complaint is resolved at this stage, the summative points are logged in the Complaints Summary.*
- *If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with Playbox leader and the chair of the committee. The parent should have a friend or partner present.*
- *An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.*
- *This signed record signifies that the procedure has concluded. When the concern/complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.*
- *If at the stage three meeting the parent and Playbox cannot reach agreement, an external mediator is invited to help to settle the concern/complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.*
- *The mediator keeps all discussions confidential. S/he can hold separate meetings with Playbox personnel (setting leader and chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.*
- *When the mediator has concluded her/his investigations, a final meeting between the parent, Playbox leader and the chair of the management committee is held.*

Office for Standards in Education, Early Years Directorate (Ofsted)

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA
03001234666

Complaints telephone number

Records

- *A record of complaints against Playbox and/or the children and/or the adults working in Playbox is kept, including the date, the circumstances of the complaint and how the complaint was managed.*
- *The outcome of all complaints is recorded in the Summary Complaints Record which is available for parents and Ofsted inspectors on request.*



Equality of opportunity

Valuing diversity and promoting equality

Unique Child

- 1.2 Inclusive practice**
- 1.3 Keeping Safe.**

Positive relationship

- 2.1 Respecting each other**
- 2.2 Parents as Partners.**
- 2.3 Supporting learning**
- 2.4 Key person**

Enabling Environment

- 3.2 Supporting every child**
- 3.4 The wider context**

Learning and Development

- 4.4 Areas of learning and development.**

Playbox is committed to providing an anti-discriminatory environment where every child, family, employee volunteer and visitor who attends feels welcomed, valued and included. To help us achieve an inclusive environment, free from prejudice and discrimination we have appointed Jenny Callicott as Playbox's equality named coordinator (ENCO). Her role is to:-

- Attend regular, relevant training to keep up to date with all equal opportunities issues and legislation, implementing information gained into policy and practice. Ensure the team and committee are provided with all up to date information and work in accordance with this.*
- Collate all Equal Opportunity literature and information into a portfolio, which is easily accessible.*
- Liaise with other professionals to seek advice, borrow resources and equipment to ensure Playbox reflects diversity and cultural awareness in a positive, proactive manner.*
- To be available on Monday, Tuesday and Fridays to discuss any issues that may arise for children, families or team members within the pre-school.*

We believe that our pre-school should be open to all children and families. We aim to ensure that all who wish to be part of, work within, or volunteer to help within the pre-school are treated with equal respect and concern. The following sections will explain how this is achieved during different aspects of our practice.

Admissions

Playbox is open to all members of the community.

- We advertise our service widely.*
- We reflect the diversity of our society in our publicity and promotional materials.*
- We provide information in clear, concise language, whether in spoken or written form.*
- When asked we will provide information in as many languages as possible.*
- We base our admissions policy on a fair system.*
- We ensure that all parents are made aware of our equal opportunities policy.*
- We do not discriminate against a child or their family, or prevent entry to Playbox, on the basis of colour, ethnicity, religion or social background.*

- *We do not discriminate against a child with a disability or refuse a child entry to Playbox for reason relating to disability.*
- *We ensure wherever possible that we have a balanced intake of boys and girls in Playbox.*
- *We take action against any discriminatory behaviour by our team or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.*

Employment

Posts are advertised and all applicants are judged against explicit and fair criteria.

Applicants are welcome from all backgrounds and posts are open to all.

We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.

The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.

All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.

- *We monitor our application process to ensure that it is fair and accessible.*

Training

We seek out training opportunities for our team and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.

- *We ensure that our team are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.*
- *We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.*

Curriculum

The curriculum offered in Playbox encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.

Our environment is as accessible as possible for all visitors and service users. If access to Playboxes is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- *ensuring that children have equality of access to learning;*
- *when necessary making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;*
- *making appropriate provision within the curriculum to ensure each child receives the widest opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;*
- *positively reflecting the widest range of communities in the choice of resources;*
- *celebrating a wide range of festivals;*
- *differentiating the curriculum to meet children's special educational needs;*
- *ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning and that children with English as a second language are supported in the maintenance of their home languages.*

Valuing diversity in families

- *We welcome the diversity of family lifestyles and work with all families.*
- *We encourage parents/carers to take part in the life of Playbox and to contribute fully.*
- *For families who speak languages in addition to English, we will develop means to ensure their full inclusion.*
- *We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.*



Equality of opportunity

Supporting children with special educational needs

Unique Child	Positive relationship	Enabling Environment	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.4 health and Well being	2.1 Respecting each other 2.2 Parents as Partners. 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child The Learning Environment 3.4 The wider context	4.1 Play and Exploration 4.2 Active Learner 4.3 Creative and critical thinking

Every effort is made to promote a positive climate within Playbox that recognises the rights of children with additional educational needs. We aim to respond appropriately to each child's background and personal need. We ask parents to give us as much notice as possible if their child has an Additional Educational Need, this will help us to make effective provision for the child

Donna Dixon is our Special Educational Needs Coordinator and Natalie Cox is her Deputy. If there is a developmental issue, no matter how large or small that concerns you about your child's progress please speak to Donna or Natalie, If they can't answer any queries they have many useful contact numbers of people who can help. Alternatively there is a large folder and books containing information on many aspects to do with additional needs and who to contact for advice on display in the entrance hall.

Training

Training for the SENCO and Deputy SENCO is ongoing. At regular our team meetings time is allocated to the discussion and development of additional needs within the pre-school, with appropriate in-service training for our team when the SENCO team cascade the knowledge they have gained from their training.

Donna and Natalie have completed all relevant training:

Donna is in Playbox on Monday, Wednesday and Thursday.
 Natalie is in Playbox Tuesday, Wednesday, Thursday and Friday.

Arrangements for co-ordinating provision

Donna is responsible for co-ordinating special needs provision within the pre-school. Donna and Natalie provide support and advice to parents and our team, they monitor and develop the special needs provision.

Donna and Natalie's role as special needs coordinator is;

- To have regard for the DfES Special Educational Needs Code of Practice (2001).
- To identify the specific needs of these children and meet those needs through a range of SEN strategies.
- To be responsible for the day-to-day operation, monitoring and evaluation of the SEN Policy.

- *Liaising with any external agencies, fellow providers and advising and supporting colleagues.*
- *Managing resources to support the SEN provision.*
- *Maintaining and monitoring records and Special Education Plans.*
- *Liaising closely with parents and collecting relevant information about individual children.*
- *Contributing to in service training of colleagues concerning SEN.*
- *Coordinating reviews for all children with additional educational needs at least once each term.*
- *To ensure our provision is inclusive to all children with special educational needs.*

Our SEN aims and objectives are

To raise children's awareness of additional needs with positive images in books, posters and toys

To identify a child with additional educational needs as early as possible and provide an appropriate learning environment to meet all individual learning needs.

To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive.

To develop sensitivity to additional needs and a climate of warmth and support in which self-confidence and self-esteem can grow.

To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems.

To affect a programme of support so where necessary we can liaise with other professionals or make referrals to enable children to receive the help they need quickly and effectively.

To inform parents of the needs and progress of their child, to consult and work in partnership with them.

To observe, monitor and record the child's progress so that specific help can be given to individual children.

To take into account the wishes of the child, relevant to their development age and comprehension.

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age, or if they have a disability, which prevents or hinders them from making use of educational facilities of the kind generally provided for children of the same age.

Admission arrangements

It is our intention to make our pre-school genuinely accessible to children and families from all sections of the local community.

Specialist facilities and staffing

Our team, attend courses regularly and information is cascaded down to the other team members at regular team meetings.

The adult child ratio is one to six with one to one specialist help when deemed necessary.

Arrangements are made for representatives of external agencies to visit the child in the pre-school environment and to share knowledge and information with the team.

Identification, assessment & review arrangements

Playbox team are responsible for the learning and development of all the children within their care, including those with special additional needs. We record each child's learning identified by Early years Foundation Stage' to record progress and to aid in the early identification of these special additional needs.

It is the whole team's responsibility to assess and identify children's additional needs and notify the special needs co-ordinator, who will support the key person in appropriate strategies and programmes of work.

Integration and access to the early years curriculum

The pre-school room is on ground level and has good wheel chair access to all areas.

In order to minimise social discrimination against children with additional needs, Playbox has opted to arrange the children in mixed ability groups, but to aid differentiation in meeting children's learning needs, children will be taught individually or in ability groups within their overall group when it is appropriate.

Resources

There is an additional needs resource base which is administered and updated by the special needs co-ordinator. Circle time activities and the use of equipment from PICCS and the scrap store (who provide specific aids to learning), will be incorporated into the curriculum in order to promote the inclusion of all children.

- *Equipment for additional needs may be brought into Playbox with the child each session, or equipment may be on loan from the child's family, or other contacts the family may have.*
- *The pre-school recognises the need to provide the maximum amount of assistance for children with additional needs, funding will be applied for where ever possible to provide assistances and support for children in the most beneficial way.*
- *When learning support is available, priority is given to the promotion of Social, Emotion and Communication Development. However, we aim to remain as flexible as possible in meeting the differing needs of children and may use learning support in other areas of development where appropriate.*

Parents in partnership

We recognise the importance of effective dialogue between key persons and parents. Parents are consulted and kept informed of their child's progress at every stage and are welcomed into the pre-school to support their child's learning, (see parent partnership policy)

- At each stage of the additional needs process parents are consulted and asked for their input before being asked to sign their consent on an Individual Education Plan before their child is moved to the next stage.
- The pre-school's special needs policy is summarised in the pre-school's journal, parent's attention is brought to the full policy at the time of the induction process.
- Should any parent be dissatisfied with the pre-school's efforts on behalf of their child, they will be referred to the special needs co-ordinator and/or the supervisor so that the situation can be investigated and where necessary improved.
- The Chair person of the Pre-school Management Committee is named as having a particular interest and responsibility for additional needs and complaints can be taken to her if necessary.

Liaison with other pre-schools, schools & agencies

The records for any child will be passed, with the parent's permission, to their primary school. Additionally, there will be regular liaison meetings between the pre-schools co-ordinator and the SENCO at the primary school the children move on to. Any involved specialists from external agencies will also support this progress.



Equality of opportunity Achieving positive behaviour

Unique Child

- 1.1 Child development
- 1.2 Inclusive practice
- 1.3 Keeping safe

Positive relationship

- 2.2 Parents as Partners.
- 2.3 Supporting learning

Enabling Environment

- 3.2 Supporting every child
- 3.3 The Learning Environment

Learning and Development

- 4.4. Personal Social and Emotional Development

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

If you should have any concerns about any child in our care please speak to **Denise Smith** our designated Child Protection Deputy and Behaviour Coordinator, she is on site Monday, Tuesday, Wednesday and Fridays

Denise's role is to:

- Keep up dating training, cascade information down to the rest of the team,
- Keep a portfolio of information to keep herself and others informed,
- Liaise between Playbox, parents and any other professionals if/when necessary, in the event of repeated negative or undesirable behaviour/bullying.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Codes for interacting with other people vary between cultures that require us to have an awareness of - and respect those used by members of Playbox.

Children are learning to deal with a range of emotions and feelings, we acknowledge these feelings and work with the children to find constructive solutions. A child with poor self esteem is unlikely to behave well, we aim to work towards a situation in which all children can develop self discipline and self esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- *Key persons will make it their goal to introduce themselves to parent/carer and child on their first visit, an initial profile of the child's development so far and a form to register the child's home experiences will be filled out by the parent/key person at this time, this will be kept in the journal to provide key persons with essential information about the child's likes dislikes and abilities.*
- *All adults in the pre-school will ensure that the rules are applied consistently. Concepts concerning the rights of others are used to help children make their own rules based on the guidance of what makes them feel happy/unhappy, the reasons the rules are in place will be regularly discussed.*
- *Adults in the pre-school praise whenever they can and endorse desirable behaviour such as kindness and willingness to share, through verbal praise, reward charts and smiley stickers and ultimately certificates to take home so they can receive praise from parents for their good behaviour. We will take positive steps to give additional time and attention to avoid a situation in which children receive adult attention only in return for undesirable behaviour.*
- *Curriculums, equipment, activities and experiences are provided to encourage cooperative purposeful play, they are varied and differ each session to promote positive interest and involvement, children or adults are able to change the activities as necessary, Effective use will be made of the local environment and persons within, to encourage children to explore a variety of roles within their play. Discussion with children is used to encourage pride in themselves and their families.*
- *Children are expected to take on some responsibility, for example putting their name on the register board, pouring their own drinks, choosing their own food, tidying up their spills, keeping tidy toys and equipment and helping to tidy up any mess they have helped to make, no matter how big, small, or how long it takes them to do so.*
- *Adults provide equally for all children (no matter what their behaviour, colour, creed or ability) the love and care they expect and deserve from the adults in their life. They will try to provide a positive role model for the children with regard to friendliness, positive verbal, non-verbal communication, care and courtesy.*
- *Adults will offer strategies for handling any conflict, both through curriculum and when a situation arises where children will be helped and encouraged to recognise and solve their own problems where possible.*

When children behave in unacceptable ways:

The Pre-school has introduced a light system where all children start the session with a green light on their chart, if a child behaves in a desirable manner they will keep their green light and will be congratulated as a group at the end of the session. If a child behaves in an undesirable way they will be given a warning and one-to-one adult support in seeing what was wrong and how to cope more appropriately, encouraged where possible to identify and eventually solve their own problem in an amicable way. If after this warning they continue to behave in an undesirable way they will be asked to change their green light to an amber light, if undesirable behaviour continues then the child will be asked to change the light to a red light, for repeated undesirable behaviour a three minutes period of 'time away' (starting from when the behaviour reforms) with an adult, may be appropriate, children will never be taken out of the room to be left by themselves. Events of this sort will be recorded, and the parent informed at close of session.

Physical punishment or techniques such as the 'naughty chair' will not be used, threatened nor accepted in the pre-school environment. Physical restraint, such as holding, will only be used as a last resort and then only to prevent personal injury to the child, other children or adults and/or serious damage to property. Any significant event of this sort will be recorded in the confidential incident book and the parent informed the same day.

Changes in established patterns of behaviour or signs of low self esteem or negativity will be observed throughout the period, to monitor cause and effect to enable key our team and parents to come to a decision on how the behaviour came about and how it should be tackled.

*In any case of undesirable behaviour, serious or not, it will always be made clear to the child or children in question that it is the **behaviour** and not the child that is unwelcome. Those who are the object of the abuse will be immediately comforted. Any significant event of this sort will be recorded, and the parent informed the same day.*

Adults will not shout, or raise their voices in a threatening way, but will respond calmly and will be made aware that some behaviour may arise from a child's additional need.

Discussions arising from conflict situations will be positively used to extend children's understanding of antisocial behaviour, to help them understand the situation better for the future.

Recurring problems will be looked at by the team, using objective observation records to help establish an understanding of the cause. Parents will be informed. If additional specialist become involved information gained

will be used to improve the child's development, all information gained will be kept within the agreed boundaries of our confidentiality policy.

In a case of serious misconduct such as racial or other abuse or inflicting physical harm to others, details of the perpetrator and their behaviour will be recorded on a confidential incident form along with specific details of steps taken by adult, child and parent/carer to rectify the problem and will include dialogue between the adult, child and injured party.

Rough and tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.*
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.*
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.*
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.*

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.*
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.*
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child to manage his or her own feelings.*
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.*
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.*
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.*
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.*

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another. This occurs in children around five years old and over.

We aim to produce a safe and secure environment where all can learn without anxiety and to produce a consistent response to any bullying incidents that may occur.

- Playbox takes all forms of bullying seriously, If, as a team, we become aware of any bullying taking place between members of our group, we deal with the issue immediately.*

- *The incident will be logged in the confidential incident file, the behaviour management officer will be informed and the child's parents will be invited into the preschool to discuss the situation.*
- *In more extreme cases, where these initial discussions have proven ineffective, the Behaviour Management Officer or Supervisor may contact external support agencies such as the Behaviour support team or Social Services or Plymouth Family Support group.*
- *Parents/Carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's key person or the Behaviour Management Officer immediately. All information shared will be kept confidential on a need to know basis.*



Promoting health and hygiene

Animals in Playbox

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

Unique Child

1.4 Health and Well-being

Positive relationship

2.3 Supporting learning

Enabling Environment

3.3 The Learning Environment

Learning and Development

4.1 Play and exploration
4.4. Knowledge and Understanding of the world

Animals in Playbox as pets

- *We will take account of the views of parents and children when selecting an animal or creature to keep as a pet in Playbox.*
- *If animals or creatures are brought in by visitors to show the children they are the responsibility of the 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.*
- *We will carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature if kept in Playbox.*
- *We will provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.*
- *We will ensure the correct food is offered at the right times.*
- *We make arrangements for weekend and holiday care for the animal or creature.*
- *Children are taught correct handling and care of the animal or creature and are supervised.*
- *Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.*

Visits to farms

- *Before a visit to a farm a risk assessment is carried out - this will take account of safety factors listed in the farm's own risk assessment.*

- *The outings procedure is followed.*
- *Children wash their hands after contact with animals.*
- *Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.*

Legal framework

- *The Management of Health and Safety at Work Regulations 1999*
www.opsi.gov.uk/SI/si1999/19993242.htm



Promoting health and hygiene

Administering medicines

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

In many cases, it is possible for children's GP's 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 Playbox. If a child has not had a medication before it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect and to give time for the medication to take effect.

The key person or supervisor of the day should be responsible for the correct administration of medication to a child. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures.

Unique Child

1.4 Health and Well-being

Positive relationship

2..2 Parents as partners 2.4 Key person

Enabling Environment

3.2 Support every child

Learning and Development

- *Children taking prescribed medication must be well enough to attend Playbox.*
- *Only prescribed medication is administered. It must be in-date and prescribed for the current condition by a doctor or pharmacist.*
- *Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.*
- *Parents give prior written permission for the administration of medication. The our team receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:*
 - *full name of child and date of birth;*
 - *name of medication and strength;*

- *who prescribed it;*
- *dosage to be given in Playbox;*
- *how the medication should be stored and expiry date;*
- *any possible side effects that may be expected should be noted; and*
- *signature, printed name of parent and date.*

The administration is recorded accurately each time it is given and is signed by our team. Parents sign the record sheet to acknowledge the administration of a medicine.

Storage of medicines

- *All medication is stored safely in marked plastic box in a high cupboard or locked refrigerated.*
- *The supervisor of the day is responsible for ensuring medicine is handed back at the end of the day to the parent.*
- *For some conditions, medication may be kept in Playbox. Key persons check that any medication held to administer on an as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent.*

If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of our team by a health professional.

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

A risk assessment will be carried out for any child with a long term medical condition that requires ongoing medication. This is the responsibility of the supervising our team alongside the key person.

Parents will also contribute to a risk assessment. They will be shown around Playbox, understand the routines and activities and point out anything which they think may be a risk factor for their child.

- *Some medical conditions key our team will need to have training in a basic understanding of the condition well as how the medication is to be administered correctly. The training needs for our team is part of the risk assessment.*
- *Risk assessment could include vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.*
- *A health care plan for the child will be drawn up with the parent; outlining the key person's role and what information must be shared with other our team who care for the child.*
- *The health care plan should include the measures to be taken in an emergency.*
- *The health care plan will be reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.*
- *Parents will receive a copy of the health care plan and each contributor, including the parent, signs it.*

Managing medicines on trips and outings

- *If children are going on outings, our team accompanying the children will be fully informed about the child's needs and/or medication.*
- *Medication for a child will be taken in a sealed plastic box clearly labelled with the child's name, name of the medication, Inside the box will be a copy of the consent form.*
- *If a child on medication has to be taken to hospital, the child's medication will be taken in a sealed plastic box clearly labelled with the child's name, name of the medication. Inside the box will be a copy of the consent form signed by the parent.*

Legal framework

Medicines Act (1968)



Promoting health and hygiene

Managing children with allergies, or who are sick or infectious

Unique Child

1.2 Inclusive practice
1.4 Health and Well-being

Positive relationship

2..2 Parents as partners
2.4 Key person

Enabling Environment

3.2 Support every child

Learning and Development

We have a responsibility to our children to keep them safe from infection. If you are unsure if your child is fit enough to be in contact with others please follow the guide lines set out below.

COMMUNICABLE DISEASE/ILLNESS	MINIMUM EXCLUSION PERIOD
Anti biotic prescribed	First day at home
Temperature	If sent home child must be off for 24 hours
Vomiting	Child must be off for 48 hours after last attack.
Conjunctivitis	For a minimum of 24 hours. Longer if eyes still weeping.
Diarrhea	48 hours after last attack
Chicken Pox	7days after the appearance of rash or until spots have dried up
Flu	7 days or until completely recovered.
Gastro-enteritis, food poisoning,	Until authorised by General Practitioner
Infectious Hepatitis	7 days from onset of jaundice
Measles	7 days from appearance of rash
Meningococcal Infection	Until completely recovered
Mumps	Until swelling has subsided, no less than 7 days from onset of illness
Whooping Cough	21 days from onset of cough
Polio	Until declared free from infection from General Practitioner
Scarlet Fever/ tonsillitis/streptococcal infection	Until appropriate medical treatment has been given and in no case less than 3 days from onset of treatment
Tuberculosis	Until declared free from infection from General Practitioner
Typhoid Fever	Until declared free from infection from General Practitioner

<i>Impetigo</i>	<i>Until skin is completely healed</i>
<i>Head lice</i>	<i>Until appropriate treatment has been given</i>
<i>Ringworm of scalp</i>	<i>Until cured</i>
<i>Ringworm of body</i>	<i>No exclusion, provided treatment is taking effect and body is covered</i>
<i>Scabies</i>	<i>Until appropriate treatment has been given</i>

Procedures for children who are sick or infectious

- *If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the manager/supervisor will call the parents and asks them to collect the child, or send a known carer to collect on their behalf.*
- *If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.*
- *Temperature is taken using a ‘fever scan’ kept in the first aid box.*
- *In extreme cases of emergency the child will be taken to the nearest hospital and the parent will be asked to meet us there.*
- *We will refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.*
- *Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning.*
- *After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.*
- *A full list of excludable diseases and current exclusion times can be obtainable from www.hpa.org.uk/servlet/ContentServer?c=HPAweb_C&cid=1194947358374&pagename=HPAwebFile*

Reporting of ‘notifiable diseases’

- *If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency.*
- *When Playbox becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.*

HIV/AIDS/Hepatitis procedure

- *HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.*
- *Single use vinyl gloves and aprons are worn when changing children’s nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.*
- *Protective rubber gloves are used for cleaning/slucing clothing after changing.*
- *Soiled clothing is rinsed and either bagged for parents to collect or laundered by us.*
- *Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are laundered.*
- *Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.*

Children with allergies

When parents start their children at Playbox they are asked if their child suffers from any known allergies. This is recorded on the registration form.

If a child has an allergy their name is added to a notice which is available for all the our team to see.

On the notice is written:-

- *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, 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/Piriton).*
- *Control measures – such as how the child can be prevented from contact with the allergen.*
- *This notice is displayed where all our team can see it.*
- *Parents train our team in how to administer special medication in the event of an allergic reaction.*
- *Generally, no nuts or nut products are used within Playbox.*
- *Parents will be made aware so that no nut or nut products are accidentally brought in, for example to a party.*

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

Oral Medication

- *Asthma inhalers are now regarded as "oral medication" by insurers and so documents do not need to be forwarded to your insurance provider.*
- *Oral medications must be prescribed by a GP or have manufacturer’s instructions clearly written on them.*

- *The group must be provided with clear written instructions on how to administer such medication.*
- *All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.*
- *The group must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.*

Life saving medication & invasive treatments

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

Playbox must have:

- *a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;*
- *written consent from the parent or guardian allowing our team to administer medication; and*
- *proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.*

Copies of all three letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal. Confirmation will then be issued in writing confirming that the insurance has been extended.

Pre-school Learning Alliance Insurance Department on 020 7697 2585 or email membership@pre-school.org.uk



Promoting health and hygiene

Nappy changing

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

Unique Child

1.2 Inclusive practice
1.4 Health and Well-being

Positive relationship

2.2 Parents as partners
2.4 Key person

Enabling Environment

3.2 Support every child

Learning and Development

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.

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

- *Young children from two years should wear 'pull ups' or other types of trainer pants as soon as they are comfortable with this and their parents agree.*
- *Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.*
- *Each young child has their own bag to hand with their nappies or 'pull ups' and changing wipes.*
- *Gloves and aprons are put on before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child.*
- *All our team are familiar with the hygiene procedures and carry these out when changing nappies.*
- *In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.*
- *Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.*

- Children are encouraged to wash their hands and have soap and towels to hand. They are allowed time for some play as they explore the water and the soap.
- Anti-bacterial hand wash liquid or soap is not used for young children.
- Key persons are gentle when changing; they avoid pulling faces and making negative comment about 'nappy contents'.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and 'pull ups' are disposed of hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull ups are bagged. Clothes, cloth nappies, trainer/ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.
- NB If young children are left in wet or soiled nappies/'pull ups' in Playbox this may constitute neglect and will be a disciplinary matter. Playbox has a 'duty of care' towards children's personal needs.



Promoting health and hygiene

No-smoking

We comply with health and safety regulations and the Welfare Requirements of the EYFS in making Playbox a no-smoking environment - both indoor and outdoor.

Unique Child

1.4 Health and Well-being

Positive relationship

2.1 Respecting each other

Enabling Environment

3.2 Support every child

Learning and Development

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

Legal framework

- The Smoke-free (Premises and Enforcement) Regulations 2006
www.opsi.gov.uk/si/si2006/20063368.htm
- The Smoke-free (Signs) Regulations 2007
www.opsi.gov.uk/si/si2007/20070923.htm



Promoting health and hygiene

First aid

The Playbox team are able to take action to apply first aid treatment in the event of an accident involving a child or adult. All our our team have current first aid qualification which include first aid training for infants and young children.

Unique Child

1.Keeping Safe
1.4 Health and Well-being

Positive relationship

2..2 Parents as partners
2.4 Key person

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3.2 Support every child
3.4 The wider context

Learning and Development

The First Aid Box

Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981 and contains the following items only:

- Triangular bandages (ideally at least one should be sterile) - x 4.
- Sterile dressings:
 - Small (formerly Medium No 8) - x 3.
 - Medium (formerly Large No 9) – HSE 1 - x 3.
 - Large (formerly Extra Large No 3) – HSE 2 - x 3.
- Composite pack containing 20 assorted (individually-wrapped) plasters 1.
- Sterile eye pads (with bandage or attachment) eg No 16 dressing 2.
- Container or 6 safety pins 1.
- Guidance card as recommended by HSE 1.

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

- 2 pairs of disposable plastic (PVC or vinyl) gloves.

- 1 plastic disposable apron.
- a children's forehead 'strip' thermometer.

The first aid box is easily accessible to adults and is kept out of the reach of children.

- No un-prescribed medication is given to children, parents or our team.
- At the time of admission to Playbox, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.
- Parents sign a consent form at registration allowing our team to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Legal framework

Health and Safety (First Aid) Regulations (1981)

Further guidance

First Aid at Work: Your questions answered (HSE 1997)

www.hse.gov.uk/pubns/indg214.pdf

- Basic Advice on First Aid at Work (HSE 2006)

www.hse.gov.uk/pubns/indg347.pdf

Guidance on First Aid for Schools (DfEE)

www.teachernet.gov.uk/doc/4421/GFAS.pdf



Employment

Employment and staffing

We provide a staffing ratio of 1-6 well within the 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 team are appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

Unique Child

Positive relationship

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Learning and Development

1.Keeping Safe

2.4 Key person

3.4 The wider context

Ratios

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

- children under two years of age: 1 adult : 3 children;
- children aged two years of age: 1 adult : 4 children;
- children aged three to seven years of age: 1 adult : 8 children.
- A minimum of two our team/adults are on duty at any one time.
- We use a key person approach to ensure that each child has a named member of our team with whom to form a relationship and who plans with parents for the child's well-being and development within Playbox. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold regular our team meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Vetting and our team selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for our team recruitment and selection.

- *All our team have job descriptions which set out their our team roles and responsibilities.*
- *We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.*
- *We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Criminal Records Bureau for our team and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.*
- *We keep all records relating to employment of our team and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced CRB check.*

Changes to our team

- *We inform Ofsted of any changes in the Management and Management committee.*

Training and our team development

- *Playbox leader and deputy hold Level 4 and higher qualifications and all our team hold Level 2 Certificates in Pre-school Practice or higher qualification.*
- *We provide regular in-service training to all our team - whether paid or volunteers.*
- *Playbox budget allocates resources to training.*
- *We provide the team with induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.*
- *We support the work of our team by holding regular supervision meetings and appraisals.*
- *We are committed to recruiting, appointing and employing our team in accordance with all relevant legislation and best practice.*

Managing our team absences and contingency plans for emergencies

- *Our team take their holiday breaks when Playbox is closed. Where our team may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.*
- *Where our team are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.*
- *Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.*

We have contingency plans to cover our team absences, as follows:

- *We have three casual team members who are phoned at times of absences.*
- *All team members have information of other team members working hours and contact details.*
- *Other members of the team all work part time and are willing to cover where needed.*
- *Team members are expected to find cover from another team member for their absences then inform the manager.*



Employment

Induction of our team, volunteers and managers

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

Unique Child

Positive relationship

Enabling Environment

Learning and Development

1.3 Keeping safe

2.4 Key person

3.2 Support every child

We have a written induction plan for all new our team, which includes the following:

- *Introductions to all our team and volunteers, including management committee members when possible.*
- *Familiarising with the building, health and safety and fire procedures.*
- *Ensuring our policies and procedures have been read and are carried out.*
- *Introduction to parents of allocated key children.*
- *Familiarising them with confidential information where applicable in relation to any key children.*
- *Details of the tasks and daily routines to be completed.*

The induction period lasts two weeks. The manager inducts new our team and volunteers. The chairperson or senior manager inducts new managers.

During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.

Successful completion of the induction forms part of the probationary period.



Employment

Student placements

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

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

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Positive relationship

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1.Keeping Safe

2..2 Parents as partners

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- *We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have CRB checks carried out.*
- *We require schools placing students under the age of 17 years with Playbox to vouch for their good character.*
- *We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.*
- *Students undertaking qualification courses who are placed in Playbox on a short term basis are not counted in staffing ratios.*

- *Trainee team employed by Playbox may be included in the ratios if they are deemed competent.*
- *We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.*
- *We require students to keep to our confidentiality 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 Playbox 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 Playbox.*
- *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.*



Health and safety

Risk assessment

We believe that the health and safety of children is of paramount importance. We make Playbox a safe and healthy place for children, parents, our team and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

The basis of this policy is the risk assessment process which follows five steps:-

- *Identification of risk: Where is it and what is it?*
- *Who is at risk: Childcare our team, children, parents, cooks, cleaners etc?*
- *Assessment as to the level of risk as high, medium, low. This is both the risk of 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.*

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Our risk assessment process covers adults and children and includes:

- *checking for and noting hazards and risks indoors and outside, and in our premises and for activities;*
- *assessing the level of risk and who might be affected;*
- *deciding which areas need attention;*
- *developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.*
- *We maintain 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.*

Legal framework

Management of Health and Safety at Work Regulations 1992

Further guidance

Five Steps to Risk Assessment (HSE 2006)

www.hse.gov.uk/pubns/indg163.pdf



Health and safety

Health and safety general standards

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

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

Our member of staff responsible for health and safety is Julie Jury she is in Playbox from Monday to Thursday

- *He/she is competent to carry out these responsibilities.*
- *He/she has undertaken health and safety training and regularly updates his/her knowledge and understanding.*
- *We display the necessary health and safety poster in*

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in the entrance hall

Unique Child

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**Enabling
Environment**

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1. Keeping Safe

1.4 Health and well-being

3.3 The Learning environment

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.*
- *Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.*
- *As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.*
- *We operate a no smoking policy.*
- *Children are made aware of health and safety issues through discussions, planned activities and routines.*

Safety of adults

- *Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment*
- *When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.*
- *All warning signs are clear and in appropriate languages.*
- *We keep all cleaning chemicals in their original containers.*

Windows

- *Low level windows are made from materials that prevent accidental breakage or are made safe.*
- *Windows are protected from accidental breakage or vandalism from people outside the building.*
- *Windows above the ground floor are secured so that children cannot climb through them.*

Electrical/gas equipment

- *All electrical/gas equipment conforms to safety requirements and is checked regularly.*
- *The boiler and meter cupboard are not accessible to the children.*
- *Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.*
- *There are sufficient sockets to prevent overloading.*
- *The temperature of hot water is controlled to prevent scalds.*
- *Lighting and ventilation is adequate in all areas including storage areas.*

Storage

- *All resources and materials from which children select are stored safely.*
- *All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.*

Outdoor area

- *Our outdoor area is securely fenced.*
- *Our outdoor area is checked for safety and cleared of rubbish before it is used.*
- *Our pond is securely covered.*
- *Our outdoor sand pit is covered when not in use and is cleaned regularly.*
- *All outdoor activities are supervised at all times.*

Hygiene

- *Our daily routines encourage the children to learn about personal hygiene, toileting and nappy changing.*
- *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.*

We implement good hygiene practices by:

- *cleaning tables between activities;*
- *cleaning toilets regularly;*
- *wearing protective clothing - such as aprons and disposable gloves - as appropriate;*
- *providing sets of clean clothes;*
- *providing tissues, paper towels and wipes;*

Activities and resources

- *Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending Playbox.*
- *The layout of play equipment allows adults and children to move safely and freely between activities.*
- *All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.*
- *All materials, including paint and glue, are non-toxic.*

- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the manager and the chairperson or owner

Legal Framework

Health and Safety at Work Act (1974)

Management of Health and Safety at Work Regulations 1992

Electricity at Work Regulations 1989

Control of Substances Hazardous to Health Regulations(COSHH)

Manual Handling Operations Regulations 1992 (as amended)

Health and Safety (Display Screen Equipment) Regulations 1992

Further guidance

Health and Safety Law: What you Should Know (HSE 1999)

www.hse.gov.uk/pubns/law.pdf

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

www.hse.gov.uk/pubns/hsc13.pdf

Electrical Safety and You (HSE 1998)

www.hse.gov.uk/pubns/indg231.pdf

COSHH: A Brief Guide to the Regulations (HSE 2005)

www.hse.gov.uk/pubns/indg136.pdf

Manual Handling – Frequently Asked Questions (HSE)

www.hse.gov.uk/contact/faqs/manualhandling.htm



Health and Safety

Fire safety and emergency evacuation

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

Unique Child

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The basis of fire safety is risk assessment. These are carried out by competent team members.

The manager and Health and Safety officer have received training in fire safety sufficient to be competent to carry out written risk assessments. These follow the guidance as set out in the Fire Safety Risk Assessment – Educational Premises document.

- *We will ensure that they have a copy of the fire safety risk assessment that applies to the building and that we contribute to regular reviews.*
- *Fire doors are clearly marked, never obstructed and easily opened from the inside.*
- *Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.*

Our emergency evacuation procedures are:

- *clearly displayed in the premises;*
- *explained to new members of staff, volunteers and parents; and*
- *practised regularly for one whole week each half term.*
- *Records are kept of fire drills and the servicing of fire safety equipment.*

Emergency evacuation procedure

- *Are performed at least once a day for one whole week each half term.*
- *It is the responsibility of all team members to know when these drills are to take place and to take it upon themselves to conduct a drill so every one is aware of the procedure.*
- *Take place from all rooms so that all adults and children know how to escape in the event of an emergency.*
- *Are practiced regularly to ensure a prompt, accurate and calm procedure in the event of a real emergency*
- *Procedures and the whereabouts of fire fighting equipment are posted on the notice boards for all parents and team members to be made aware of.*
- *Information for contacting parents are kept in the register and regularly updated so contact information is always accurate and accessible.*
- *Parents are to be contacted if the building has to be evacuated in any emergency including notifiable diseases.*

Training

- *All team members are trained in fire prevention and fire fighting.*
- *All team members are trained in performing an emergency drill.*
- *All team members are trained in first aid and manual handling*

Drill Procedure Main Hall, Tots Two, Playbox Plus and Lunch Club Room

1. *The alarm will be raised and children will be asked to walk and line up by emergency exit.*
2. *Adult in charge of drill will collect the mobile phone and register while other adults walk the children to the far gates.*
3. *Adult in charge either searches for other uses of the building or shouts FIRE before meeting the rest of the group outside.*
4. *Children are counted*
5. *The register is taken*
6. *After the all clear children walk back inside.*
7. *Times and findings are written in an emergency log book*

Procedure incase of serious injury to a child or adult in Playbox

1. *One adult will administer first aid while another calls an ambulance and the third adult takes the children to another area, distracting them with an activity*
2. *Parent/carer or next of kin will be contacted*
3. *If parent/carer or next of kin has not arrived by the time the ambulance arrives then a member of the pre-school team will accompany the casualty to the hospital.*
4. *All other parents will be contacted, the situation will be explained and the parents will be asked to pick up their children.*

Log books will be filled in by the person in charge of fire/emergency drill/procedure, noting the time and date of the drill/procedure, the time taken to complete the drill/procedure and any observations made. Log books will be thoroughly looked through at times of risk assessments to evaluate whether the drill/procedure is effective or needs to be revised or changed to comply with the safety policy.

Legal framework

Regulatory Reform (Fire Safety) Order 2005
www.opsi.gov.uk/si/si2005/20051541.htm

Further guidance

Fire Safety Risk Assessment - Educational Premises (HMG 2006)
www.communities.gov.uk/publications/fire/firesafetyrisk6



Health and safety

Food hygiene

In Playbox we provide snack food for children.

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

Unique Child

**Positive
relationship**

**Enabling
Environment**

**Learning and
Development**

1.Keeping Safe

**3.3 The Learning
environment
3.4 The wider**

context

- All staff follow the guidelines of Safer Food Better Business.
- At least one person has an in-date Food Hygiene Certificate.
- Julie is responsible for food preparation and serving she carries out daily opening checks on the kitchen to ensure standards are met.
- 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 use as well as after use.
- There are separate facilities for hand-washing 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 supervised at all times;
- understand the importance of hand washing and simple hygiene rules
- are kept away from hot surfaces and hot water;

Reporting of food poisoning

- Food poisoning can occur for a number of 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 Playbox, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation
- If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 Playbox will report the matter to Ofsted.

Legal Framework

Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Further guidance

Safer Food Better Business (Food Standards Agency)

www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/sfbbcaterers



Administration

Admissions

It is our intention to make Playbox 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 Playbox through open, fair and clearly communicated procedures.

Unique Child

1.2 Inclusive practice

Positive relationship

2.1 Respecting each other

Enabling Environment

3.3 The Learning environment

Learning and Development

3.4 The wider context

- We ensure that the existence of Playbox is widely advertised in places accessible to all sections of the community.
- We ensure that information about Playbox is accessible, in written and spoken form and, where appropriate, in more than one language. Where necessary, we will try to provide information in Braille, or through British Sign Language. We will provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.
- We arrange our waiting list in birth order. In addition our policy may take into account the following:
 - the vicinity of the home to Playbox; and
 - children already attending our other toddler and two year old groups; and
 - siblings already attending Playbox.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe Playbox and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe Playbox and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- We describe Playbox and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of Playbox.
- We make our Equal Opportunities Policy widely known.
- We consult with families about the opening times of Playbox to ensure we accommodate a broad range of family need.



Child care practice

The role of the key person and settling-in

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

We want children to feel safe, stimulated and happy in Playbox and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with all at Playbox.

We aim to make Playbox a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Unique Child

- 1.2 Inclusive practice
- 1.3 Keeping safe
- 1.4 Health and well-being

Positive relationship

- 2.2 Parents as partners
- 2.4 Key person

Enabling Environment

- 3.2 Supporting every child
- 3.3 The learning environment

Learning and Development

- 4.4 Personal, social and emotional development

- We allocate a key person before the child starts.
- The key person is responsible for the induction of the family and for settling the child into Playbox.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in Playbox and at home.
- We promote the role of the key person as the child's primary carer in Playbox, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend Playbox, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within Playbox, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit Playbox.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into Playbox.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand 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.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from Playbox.
- We reserve the right not to accept a child into Playbox without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting we discuss and work with the child's parents to start to create their child's record of achievement.



Partnership
Parental involvement

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 Playbox. We also aim to support parents in their own continuing education and personal development.

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.

‘Parental responsibility’ is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.

Unique Child

Positive relationship

Enabling Environment

Learning and Development

1.2 Inclusive practice
1.4 Health and well-being

2.1 Respecting each others
2.2 Parent as partners
2.3 Supporting learning
2.4 key person

3.2 Supporting every child

- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how Playbox is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the governance and management of Playbox.
- We inform all parents on a regular basis about their children’s progress.
- 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 Playbox.
- We inform parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure..

In compliance with the Welfare Requirements, the following documentation is in place:

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.



Partnership

Working in partnership with other agencies

We work in partnership with local and national agencies to promote the well-being of all children.

Unique Child

Positive relationship

Enabling Environment

Learning and Development

1.3 Keeping safe
1.4 Health and well-being

2.1 Respecting each others

3.4 The wider context

- *We work in partnership with local and national agencies to promote the well-being of children.*
- *Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing Protocol, Safeguarding Children procedures and the Special Educational Needs Procedures.*
- *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 Playbox and their professional roles are respected.*
- *We follow the protocols for working with agencies, for example on child protection.*
- *Staff from other agencies do not have unsupervised access to the child they are visiting in Playbox 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 local and national agencies who offer a wealth of advice and information that help us develop understanding of 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.*



Record keeping

Children's records

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality Policy and our procedures for information sharing.

Unique Child

1.2 Inclusive practice

Positive relationship

2.1 Respecting each others

Enabling Environment

3.1 Observation, assessment and planning

Learning and Development

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

Developmental records

- These include observations of children in the setting, photographs and samples of their work and summary developmental reports.
- These are usually kept in the playroom and can be freely accessed, and contributed to, by staff, the child and the child's parents.

Personal records

- These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in an office or other suitably safe place.
- Parents have access, in accordance with our 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.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for a year after they have left the setting. These are kept in a secure place.

Other records

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on recognised qualifications and training, when they are observing in the setting, are advised of our confidentiality policy and are required to respect it.

Legal Framework

Data Protection Act 1998

Human Rights Act 1998

Further guidance

Information Sharing: Practitioners' Guide (DfES 2006)



Record keeping

Provider records

We keep records 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 staff.*

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records policy and Information Sharing policy.

Unique Child

Positive relationship

Enabling Environment

Learning and Development

1.2 Inclusive practice

2.1 Respecting each others

3.3 The learning environment

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

Legal framework

*Data Protection Act 1998
Human Rights Act 1998*

