



St Catharine's Under Fives Behaviour Management Policy

Statement of intent

Our setting believes 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.

Our policies and procedures have been developed in line with the recommendations and requirements of The Statutory Framework for the Early Years Foundation Stage March 2014 (The Safeguarding and Welfare Requirements – Managing Behaviour 3.52), The Every Child Matters provisions within the Children Act 2004, The Childcare Act 2006, The Children's Act 1989 – Working together to Safeguard Children, The Children's Act 2004, Human Right Act 2000, Safeguarding Vulnerable Groups 2006, Keeping Children Safe in Education 2014 and the SEN Code of Practice 2014.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

Method

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. In small settings this may be shared between co-staff.

- The Play leader, **Mandy Coombes**, is the named person with overall responsibility for issues concerning behaviour.
 - We require the named personnel to keep themselves up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use or threaten physical punishment, such as smacking or shaking.
- In reference to the EYFS 2017 we only use physical intervention to prevent physical injury to children or adults and/or serious damage to property.

How: a member of staff talks calmly to the child away from the activity. When the child has calmed down, the incident is discussed with them and any other children involved (HighScope conflict resolution)



- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our Play Leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of behaviour that causes serious concern, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- We aim to be calm, patient and consistent when responding to children's inconsiderate behaviour.

Strategies

1. We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
2. We acknowledge considerate behaviour such as kindness and willingness to share.
3. All adults provide a positive role model of behaviour. We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
4. Staff, volunteers and students use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include negotiation, intervention, diversion and distraction.
5. Praise
6. Encouragement
7. Positive reinforcement
8. Redirection
9. Anticipation and removal of potential problems
10. HighScope conflict resolution
11. Celebrating effort and achievement with stickers, certificates, wow vouchers etc.

Sanctions

1. Verbal warnings
2. Reinforcement
3. Speak with parents

Celebrations

1. Stickers
2. Wow vouchers

In cases of continued anti-social, disruptive or unacceptable behaviour, the following procedure is to be followed:

1. All such incidents are recorded in the cause for concern book. Parents are informed, confidentially, if their child is added and the record is signed by a member of staff and the parent.
2. If the behaviour continues, a meeting between the key members of staff (usually the Play Leader and key person) and parents is arranged and strategies to improve the behaviour will be discussed. A date will be agreed to review the effectiveness of the agreed strategy.



3. A MYPLAN will be written by the staff and parents giving details of expectations on all parties involved and timescales for review.

Additional Positive Strategies for negative behaviour

- To comment on the behaviour and not the child e.g. 'I love the way that you shared your bike with your friend' or 'hitting hurts others – we don't like that behaviour'. In any case of misbehaviour, 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.
- To be aware that certain factors may also have an impact and cause children to interact or behave differently, such as tiredness, hunger or boredom.
- To be aware that some kinds of behaviour may arise from a child's learning difficulty or disability and this may require the involvement of the SENCO (Special Educational Needs Co-ordinator). Under the SEND Code of Practice, children with 'emotional and behavioural difficulties' have 'as equal an entitlement to positive, inclusive provision as any other'.
- To use our monitoring and observations to record a child's behaviour, if appropriate, to assess undesired behaviour using an ABC format (Antecedents, Behaviour and Consequence). We may use these to help us to understand the cause of inconsiderate behaviour and to decide alongside the parent how to respond appropriately.
- To give children who misbehave one-to-one adult support in seeing what is wrong and work towards achieving a better pattern of behaviour.
- To supervise, where appropriate, period of "time out" with an adult.
- To handle any behaviour problems in a developmentally appropriate fashion, respecting individual children's understanding and maturity.
- If a child displays unwanted behaviour towards another child, or if their behaviour is likely to cause harm to another child, the member of staff that observes it should take the child to one side and explain that this is not acceptable. The child will then be asked to apologise in an appropriate way. If the behaviour is repeated, the child will be taken away from the activity for a short period. If the child has deliberately hurt another child, then that child will be immediately removed from the situation and asked to sit on the 'thinking chair'. Again, they should be told that the behaviour is unacceptable and asked, if appropriate, to apologise to the other child or adult.

Bullying

Bullying involves the persistent physical, verbal, emotional or psychological abuse of another child, children or adult. We take bullying very seriously.

In accordance with the Human Rights Act 1998 there is a statutory requirement to: "...Determine measures to be taken with a view to encouraging respect for each other and, in particular, preventing all forms of bullying among pupils".

We aim to:

- Provide a safe environment for all.
- Prevent and minimise bullying by providing a positive ethos in our setting.
- Help individuals celebrate and value their differences and to acknowledge and respect the differences of others.
- Promote in everyone a positive attitude and high self-esteem.
- Listen to children and take action.
- Encourage children to tell an adult.
- Reassure children that they will be supported.

- Record incidents of bullying and always follow them up.

If a child bullies another child or children:

- We intervene to stop the child harming the other child or children;
- We give reassurance to the child or children who have been bullied;
- We explain to the child doing the bullying why her/his behaviour is inappropriate;
- We help the child who has done the bullying to say sorry for her/his actions;
- We make sure that children who bully receive praise when they display acceptable behaviour;
- We do not label children who bully;
- When children bully, we discuss what has happened with their parents/carers and work out with them a plan for handling the child's behaviour
- Reassure parents/carers by setting up procedures to improve the situation.
- Empower children to help them discuss bullying and how to resolve situations.
- Provide staff with relevant training and strategies to help them identify and tackle bullying appropriately e.g. persona doll training.
- Learn from anti-bullying good practice and liaison with outside agencies when appropriate.
- When children have been bullied, we share what has happened with their parents/carers, explaining that the child that did the bullying is being helped to adopt more acceptable ways of behaving.

If an adult bullies another person:

- We will follow the Disciplinary Policy and Procedure if a member of staff behaves negatively towards any child or adult.

If a parent/carer or visitor behaves in an inappropriate manner towards any child, we will follow the guidelines of our Child Protection Policy.

If a parent/carer or visitor behaves in an inappropriate manner towards any adult, we will follow the procedure below:

Stage 1

- ❖ Inform your direct supervisor
- ❖ They will then speak to the parties involved
- ❖ A meeting will be arranged between both parties to discuss and try to resolve the matter.

Stage 2

In the event that the matter cannot be resolved at Stage 1, a formal meeting with all the parties and the Chairperson (or Committee member if the Chairperson is unavailable) will take place. If the matter cannot be resolved, the Playgroup would then follow the Complaints Procedure.



St Catharine's Under Fives Child Protection

Statement of intent

Our setting will work with children, parents and the community to ensure the safety of children and to give them the very best start in life. In doing this we follow the child protection and safeguarding legislation.

Aims

Through following the procedures set out by the Gloucestershire Safeguarding Children Board and taking account of guidance issued by the Department of Children, Schools and Families our aims are to carry out this policy by:

- promoting children's right to be strong, resilient and listened to by creating an environment in our setting 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;
- promoting children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence;
- promoting children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches;
- helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults;
- working with parents to build their understanding of and commitment to the principles of safeguarding all our children.
- Safeguarding vulnerable adult's awareness.

The legal framework for this work is:

Primary legislation

Adoption and Children Act 2002

Female Genital Mutilation Act 2003

Children and Adoption Act 2006

The Children Act 1989 - s 47

Children and Families Act 2014

Children and Young Persons Act 2008

Children and Social Work Act 2017

Safeguarding Vulnerable Groups Act 2006

Protection of Freedoms Act 2012

The Protection of Children Act 1999

Data Protection Act 1998/ General Data Protection Regulation 2018

Education Act 2002

Every Child Matters 2003



The Children Act 2004

UN Convention on the rights of a child

The Children (NI) Order

The Children (Scotland) Order

Working Together To Safeguard Children 2015

Keeping Children Safe in Education 2014

Early Help

For children whose needs and circumstances make them more vulnerable, a coordinated multi-disciplinary approach usually works best, based on an **Early Help Assessment**, with a Lead Practitioner to work closely with the child and family to ensure they receive all the support they require.

Liaison with other bodies

- We work within the Gloucestershire Safeguarding Children Board thresholds and guidelines.
- We have a copy of 'Working together to safeguard children 2015' for parents and staff and all staff are familiar with what to do if they have concerns. We have regard to the "Working Together To Safeguard Children 2015".
- We have procedures for contacting the Gloucestershire Safeguarding Children Board on child protection issues and in an emergency.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- If a referral is to be made to the Gloucestershire Safeguarding Children Board we act within its guidance in deciding whether we must inform the child's parents at the same time.

Staffing and volunteering

- Our designated persons who co-ordinate safeguarding issues are:
Mandy Coombes – Designated Safeguarding Lead/ Child Protection Officer (Play leader)
And – **Ola Swiatlowska - Deputy Child Protection Officer** (Keygroup Leader)
- Our designated officer who oversees this work is:
Clare Banbury
- Our designated safer recruitment officer is:
Bethan Hayes
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- At advert and interview stage we state that we recruit safely.
- Our safer recruitment officer will be on the interview panel.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service before posts can be confirmed.
- A Single Central Record (SCR) is kept for recording staff/committee/students identification checks. These are maintained by our designated safer recruitment officer. Copies of documents ordinarily are not kept or made. On occasions when this may be necessary the member of staff's permission is



sought and copied documents are kept in a safe and locked place. This copy will be destroyed when no longer required.

- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.

VOLUNTEERS DO NOT WORK UNSUPERVISED.

Allegation Against a Member of Staff

- When an allegation is made against a member of staff, advice will be sought from the LADO (local Authority Designated Officer) – Jane Bee – 01452 426994
- The committee will be involved
- We follow the Working Together 2015 Procedures
- Please read **St Catharine’s Under Fives Complaints Procedure.**

Child Absence

Child absences are recorded in their personal file in their drawer. If a child is absent, staff will send a text on the first day. If a child is absent for 3 days, we will contact the parent/carer on the third day if no explanation of their absence has been given. If a child has low attendance the key person will speak to the parent/carer.

In cases of unexplained absence of more than two days of a child who has a child protection plan we will notify the relevant social worker.

Training

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

We ensure that all staff know the procedures for reporting and recording their concerns in the setting. There is always a designated member of staff available during the times that playgroup is open. All staff have attended child protection courses. Designated safeguarding members of staff receive training every two years.

Name	Role	Training Undertaken
Mandy Coombes	Designated Person	Prevent in-house staff peer training Female Genital Mutilation Certificate Certificate of Completion – College of Policing- Channel Awareness Module Early Year Child Protection Refresher Inter Agency Child Protection Course
Ola Swiatlowska	Designated Deputy	Prevent in-house staff peer training Child Protection & Safeguarding

		Child Protection Refresher
Bethan Hayes	Committee Representative	Safe Recruitment in education (NSPCC)

Disclosures

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

- offers reassurance to the child;
- listens to the child
- does not question the child but records exactly what the child has said in writing.

If we suspect a child from suffering from sexual abuse we will inform Gloucestershire Safeguarding Children's Board and NOT inform the parents.

Recording suspicions of abuse and disclosures

Staff make a record of:

- the child's name;
- the child's address;
- the age of the child;
- the date and time of the observation or the disclosure;
- an objective record of the observation or disclosure;
- the exact words spoken by the child as far as possible;
- the name of the person (Mandy, or reported to GSCB for advice) to whom the concern was reported, with date and time; and
- the names of any other person present at the time.
- Notes are kept of children arriving with an existing injury as requested by Ofsted at the 2011
- inspection.

These records are signed and dated and kept in the child's personal file, in a locked cabinet in a locked cupboard.



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

IF IMMEDIATE DANGER, THEN POLICE ARE CALLED ON 101, OR 999 IN AN EMERGENCY.

We notify the FRONT DOOR/MASH (01452 426565) of any concerns we have about a child being abused at home. We inform OFTSED and notify the local GSCB and LADO of any allegation of serious harm or abuse by any person living, working, or looking after children within 14 days of the allegation being made (see list of Relevant Agencies below).

We follow GSCB stages of referral and get parental consent to share information where appropriate.

British Values

We follow the fundamental **British Values** of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs, which are implicitly embedded in the 2014 **Early Years Foundation Stage**.

DEMOCRACY – Staff encourage the children to know their views count, value each other's views and values and talk about their feelings. When appropriate demonstrate democracy in action eg. take a vote of which fruit we have at snack today.

RULE OF LAW – Staff can ensure that children understand their own and others' behaviour and its consequences; learn to distinguish right from wrong; Staff and children create rules and codes of behaviour.

INDIVIDUAL LIBERTY – Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. For example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning. Staff should encourage a range of experiences that allow children to explore the language and feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

MUTUAL RESPECT & TOLERANCE – everyone should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are encouraged with the wider community. Children should acquire a tolerance and appreciation of, and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences. Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions. Staff should promote diverse attitudes and challenge stereotypes. For example, sharing stories that reflect and value diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Relevant Agencies:

Police:

Gloucestershire Police Station: 101

Central Refer Unit: 01452 753458

Social Care

Gloucestershire FRONT DOOR / MASH: 01452 426565 (8am-5pm Mon – Fri)

Gloucestershire County Council Adult Helpdesk: 01452 426868



Referral and Assessment Teams

Gloucester Referral and Assessment Team: 01452 427877
Gloucester Children & Families Team (South): 01452 427852
Gloucester Children & Families Team (North): 01452 328018
Forest Referral and Assessment Team: 01594 820489
Forest Children & Families Team: 01594 820577
Cheltenham and & Tewksbury Referral & Assessment Team: 01242 532447
Cheltenham Children & Families Team: 01242 532425
Stroud & Cotswolds Referral and Assessment Team: 01452 583725
Stroud Children & Families Team: 01452 583426
Cotswolds Children & Families Team: 01285 881029
Tewksbury Children and Families Team: 01452 328207
Safeguarding Children Service: 01452 583636
Safeguarding Children Development Officer (education): 01452 426994
Assistant Safeguarding Children Development Office (education): 01452 426221
LADO (Local Authority Desk Office) – Jane Bee: 01452 426994
Child Death Review Co-ordinator: 01452 426228
Safeguarding Adults Service: 01452 427556
Cheltenham Families First Team: 01452 328160
Forest of Dean Families First Team: 01452 328048
Gloucester Families First Team: 01452 328076
Tewksbury Families First Team: 01452 328250
Cotswolds Families First Team: 01452 328101
Stroud Families First Team: 01452 328130

Health Services

Gloucestershire Health, Victoria Warehouse, Gloucester, GL1 2EL : 01452 300222
Gloucestershire Partnership NHS Trust, Rikenel, Montpellier, Gloucester. GL11LY: 01452 891000
Safeguarding Children, NHS Gloucestershire, Sanger House, 5220 Valiant Court, Gloucester Business Park, Brockworth, Gloucester, GL3 3PX: 08454221500
Southern Western Ambulance Service NHS Foundation Trust, Abbey Court, Exeter, Devon, EX2 7HY: 01392 261500

Housing Services

Cheltenham Borough Council, Municipal Offices, The Promenade, PO Box 12, Cheltenham, GL50 10PP: 01242 262626
Cotswold District Council (area offices), Trinity Road, Cirencester, Glos, GL7 1PX: 01285 623000
Forest of Dean District Council, The Council Offices, High Street, Coleford, GL16 8HG: 01594 810000



Other Useful Telephone Numbers:

Citizens Advice Bureau (Cheltenham): 01242 522491

Citizens Advice Bureau (Gloucester): 01452 527202

Cheltenham General Hospital (switchboard): 0300 422 2222

Gloucester Royal Hospital (switchboard): 0300 422 2222

Ofsted: 0300 123 1231

Childline: 0800 1111

LADO (Local Authority Desk Office) – Jane Bee: 01452 426994

NSPCC Gloucester: 01452 300616 www.nspcc.org.uk

Rape Crisis: 01452 526770

Samaritans: 08457 90 90 90

Share – Young Peoples Counselling Services: 01452 500300



St Catharine's Under Fives Complaints Procedure

Statement of intent

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns and follow child protection and safeguarding best practice.

Aim

We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Methods

To achieve this, we operate the following complaints procedure. All settings are required to keep a 'summary log' of all complaints that reach stage 2 or beyond. This is to be made available to parents as well as to Ofsted inspectors.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her worries and anxieties with the setting leader.
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the setting leader and the chair of the management committee.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints available from playgroup the form ("Provider Complaints Record") may be completed with the person in charge and signed by the parent.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the setting leader may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the setting leader or manager meets with the parent to discuss the outcome.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting leader and the chair of the management committee. The parent should have a friend or partner present if required and the leader should have the support of the chairperson of the management committee, 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 complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.



Stage 4

- If at the Stage 3 meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff within PATA are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussion confidential. S/he can hold separate meetings with the setting personnel (setting leader and owner/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.

Stage 5

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

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Area Safeguarding Children Committee.

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the National Standards for Day Care are adhered to.
- The address and telephone number of our Ofsted regional centre are:
3rd Floor, Royal Exchange Buildings, St Anns Square, Manchester, M2 7LA
0300 123 1231
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Area Safeguarding Children Committee in our local authority.
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Area Safeguarding Children Committee to ensure a proper investigation of the complaint, followed by appropriate action.

Procedure for an Official Complaint against a Member of Staff

1. Verbal warning

The committee Chair interviews the member of staff. If the warning is still considered appropriate, the member of staff will be told what action should be taken to correct the conduct and reasonable time will be given to rectify matters. A record of the warning will be kept. If progress is satisfactory within the given time, the record of verbal warning on the individual's file will be destroyed.

2. Written warning

If further action is needed the member of staff will be interviewed as before. If the need for disciplinary action is established, a letter will be sent immediately containing a clear reprimand and giving the reasons for it. The letter will also explain what corrective action is required and that reasonable time will be given for improvement with a warning that failure to improve will result in further action being taken.



3. *Dismissal*

Finally the member of staff will again be interviewed and if the committee Chair decides dismissal is appropriate notice and the reasons will be given immediately.

A friend or a trade union official may accompany a member of staff at each stage including appeals. Appeals will be heard by the committee or PATA Fieldworker at any stage within 5 working days.

Instant dismissal is only possible in extreme cases of gross misconduct such as theft, fraud, ill-treatment of children, assault, malicious damage, or gross carelessness which threatens the health and safety of others. If the circumstances appear to warrant instant dismissal then the member of staff will be suspended while investigations are made

Records

- A record of complaints against our setting and/or the children and/or the adults working in our setting 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 Complaints Summary Record which is available for parents and Ofsted inspectors on request.



St Catharine's Under Fives Equality and Diversity Policy

Statement of intent

Our setting is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

Aim

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with a medical condition or impairment;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

The legal framework for this policy is:

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 1989; 2004
- Children's & Families Act 2014
- Disability Discrimination Act (DDA) 1995; 2005
- Human Rights Act 1998
- Special Educational Needs and Disability Act 2001
- Special Needs and Disability: Code of Practice 2014
- Equality Act 2010

Methods

Admissions

Our setting is open to all members of the community.

The person in charge of Equality of Opportunities is Mandy Coombes - Manager

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- 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 our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.
- We do not discriminate against a child with a medical condition or impairment or refuse a child entry to our setting because of any medical condition or impairment.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.



St Catharine's Under Fives Managing Medicines Policy

Our aim

Children with medical needs have the same rights of admission as other children and we will support any child who has medical needs or requires on-going medication whenever they are in our care and follow the child protection and safe guarding practice. When children have been away because of illness, it is our policy to re-admit them as soon as they are well enough to attend, and we recognise that these children may still be receiving a course of treatment.

We believe that medicines should normally be given to children at home.

It is our aim to record and detail precisely any medication given to a child whilst attending St Catharine's Under Fives. Medication will be kept in our locked medical cupboard in the kitchen, unless it is required to be kept in the fridge or may be needed in an emergency, but will remain inaccessible to children at all times.

Method

Administration of medication:

- If a child appears unwell during the day – has a temperature, sickness, diarrhoea or pains – the Play Leader will call parents or carers to ask them to collect their child.
- Children taking prescribed medication must be well enough to attend the setting.
- Medication prescribed by a doctor may be administered. It must be in-date and must be for the current condition and child.
- Children's prescribed drugs are stored in their original containers, are clearly labelled and are inaccessible to children.
- Parents give prior permission and details of condition in our medication book. This includes the name of the child, date, how the medication should be stored, the name of the medication, any possible side effects that may be expected and the dose and times. A discussion with the parents or carers will take place about the methods of administration.
- The administration is recorded accurately each time it is given and is signed by a nominated member of staff and a witness (staff). Parents or carers should sign the book to acknowledge the administration of the medicine on the collection of their child.
- Where possible the key person will administer medication.
- St Catharine's Under Fives has identified the Play Leader to be the nominated individual to oversee the administration of medication. In their absence the Deputy Play Leader will oversee the administration of medication.
- If the administration of the prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional (e.g. epipen). Training will be specific to the individual child concerned and stipulated by the child's general practitioner or consultant. **More than one member of staff will always be trained to cover staff absenteeism or days off.**
- If a child has long term medical needs, St Catharine's Under Fives will complete a risk assessment and establish a health care plan.



- Parents or carers will contribute to the risk assessment. They will be shown around the setting, understand the routines and activities and can highlight anything which they think may be a risk factor to their child. This may include any vigorous activities or any other setting activity which may cause concern regarding the individual child's health needs.
- Parents or carers and all contributors will be given a signed copy, and a copy will remain on the child's file.
- The health care plan will include measures to be taken in an emergency and will be reviewed every term or as appropriate.
- The St Catharine's Under Fives Child Protection Policy will be followed at all time.



St Catharine's Under Fives Nappy Changing and Toilet Training Policy

Our Aim

No child is excluded from attending our setting who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time. We make necessary adjustments to our provision and hygiene practice 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.

Method

- Key persons are aware of the young children in their care who are in nappies or 'pull-ups'.
- Key persons undertake changing young children in their key group; back up key persons change them if the key person is absent.
- Gloves and aprons are put on before changing starts and the area are prepared.
- All staff 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.
- They will be encouraged to wash their hands afterwards.
- Key persons are gentle when changing; they avoid pulling faces and making negative or inappropriate comments.
- Older children are taken to the toilet area by a member of staff and are encouraged to be independent.
- Nappies and 'pull ups' are **double bagged** for the parents or carers to collect at the end of the session. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are bagged for the parent or carer to take home.
- Staff will clean toilet/changing mat after use with antibacterial cleaner.

Related Policies

Child Protection



St Catharine's Under Fives Non-collection of Children Policy

Statement of intent

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting 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.

Aim

In the event that a child is not collected by an authorised adult, 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.

Methods

- Parents of children starting at the setting are asked to provide specific information which is recorded on our Registration Form, including:
 - home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative;
 - place of work, address and telephone number (if applicable);
 - mobile telephone number (if applicable);
 - names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent;
 - information about any person who does not have legal access to the child; and
 - 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 record how they can be contacted in our Collection Book.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child in our Collection Book. We agree with parents how to verify the identity of the person who is to collect their child and request photo ID of the person collecting the child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that - in the event that their children are not collected from setting by an authorised adult and the staff can no longer supervise the child on our premises - we apply our child protection procedures as set out in our child protection policy.



- If a child is not collected at the end of the session we follow the following procedures:
 - The Collection Book 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 the setting - 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 and in the Collection Book.
 - 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 Gloucester Social Services (Tel: 01452 426868). In accordance with our Child Protection Policy, 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 worker;
 - Social services will aim to find the parent or relative if they are unable to do so, the child will be admitted into the care of the local authority.
 - Under no circumstances are staff to 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 staff.
 - Ofsted may be informed (Tel: 08456 404040).



St Catharine's Under Fives Outings Policy

Statement of intent

At St Catharine's Under Fives we feel it is important to provide opportunities for children to take part in outings so they can further their knowledge. Trips can include trips on foot, i.e. visits to the local park, Hillfied Gardens, Guild House Residential Home, the library, local cinema, museum or other places of interest.

Aim

In the event that playgroup go out on a trip, we will ensure that every child receives a high standard of care in order to cause as little distress as possible and follow a set procedure for every outing.

Methods

The following procedures must be followed prior to an outing: -

- A full outings risk assessment must be completed prior to venturing out. i.e. safety from poisonous substance such as plants or medicines, safety from vehicles, temperature of surroundings being visited, non-contact with animal faeces, no adult or child is ill in the vicinity that the children are coming from or travelling to.
- Written permission is to be obtained from all parents/carers prior to the outing, if not a regular activity. Permission is gained in the St Catharine's Under Fives Registration Form for regular walks.
- Staffing ratios must be maintained. i.e. 1 adult to 2 children, so that each child can hold the hand of a suitable adult, unless visiting a location onsite, such as St Catharine's Church or Guild House, which can be accessed without leaving the St Catharine's Car Park or going onto the main road.
- All children's contact/ emergency contact information must be taken in the playgroup rucksack.
- At least one first aider must be present and have a suitable, complete first aid box with them at all times in the playgroup rucksack.
- Any child who has a health care plan, must have their health care plan documents, along with any medication/ asthma pump if needed. The designated staff person in charge will ensure these are with them.
- The playgroup mobile phone will be taken on every outing (fully charged and in credit).
- All children are to wear the high viz jackets that are provided by St Catharine's Under Fives Playgroup.



St Catharine's Under Fives Settling-In Policy

Statement of intent

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's wellbeing and their role as active partners with the setting.

Aim

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

Methods

- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the "process of settling-in" with his/her parents and jointly decide on the best way to help the child to settle into the setting.

PROCESS OF SETTLING IN: parents/carers are advised to stay for first session child attends playgroup, although if they think best, they may go as long as forms and a contact number are left. We speak with parents/carers about the individual needs of the child to make this process as smooth and happy as possible.

- 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.
- 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, so we expect that the parent will honour the commitment to stay for at least the first week.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting. If a child cries for longer than seems normal for them we will contact the parents.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.



St Catharine's Under Fives Special Educational Needs/Specific Requirements Policy

Statement of intent

The Playgroup has regard to the Equality Act 2010 and will make all reasonable adjustments for the inclusion of all children and aims to ensure the best for each of them as individuals. This approach means that every effort is made to promote a positive climate within the Playgroup that recognises the right of children with specific requirements not to stand out from their peers.

We believe that the purpose of education for all children is the same but the help individual children need will be different. (Warnock Report 1978).

Aims

1. Identify a child with specific requirements as early as possible.
2. Promote an atmosphere of encouragement, acceptance, and respect for achievements in which all children can thrive.
3. Develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
4. Adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems.
5. Inform parents of the needs and progress of their child and to work in partnership with them.

Methods

- The Playgroup has appointed a Special Needs Coordinator (SENCO) who is responsible for coordinating the specific requirements provision within the Playgroup. Our Special Educational Needs Co-ordinator is **Mandy Coombes** (Play leader).
- The SENCO will provide support and advice to staff and parents and liaise with outside agencies and also monitor and develop the specific requirements within the Playgroup.

Identification, assessment and review

- All Playgroup staff members are responsible for the learning and development of all the children in the Playgroup, including those with specific requirements.
- The child's key person will use observation and assessment to assist in the identification of specific requirements.
- It is the responsibility of all staff to report to the SENCO if a specific requirement is identified or suspected with any child who attends the Playgroup.
- Staff will offer early help and engage other agencies as necessary after gaining parental consent.
- The child's key person, SENCO, and the child's parents will then work together in setting appropriate strategies and programmes of work (MYPLAN) following a graduated approach.
- Children's MYPLANS are taken into account when planning Playgroup activities to ensure inclusion for all.

Inclusion

- The Playgroup undertakes to ensure that each individual child has access to the full breadth of the early years' curriculum by the use of such strategies as flexible grouping of the children, adapting timetables when necessary and sharing resources and expertise where beneficial.
- Staff will support all children through the differentiation of both planned and unplanned activities. Where appropriate and when possible, staff members are flexible about organising and managing groups to increase the support available to children with specific requirements.
- This is made further possible as Playgroup uses the High Scope educational approach allowing for flexibility in planning with, and for children.



- Playgroup teaching and activities are organised to support children with specific requirements in a variety of ways including peer tutoring, appropriate oral language and instructions and support from assistants, parents and cooperative group working.

Resources

- The Playgroup recognises the need to provide the maximum amount of assistance for children with specific requirements and accept a variety of means of recording and provide specific aids to learning when appropriate and within the budgetary limitations of the Playgroup.
- The Playgroup organises the room and ensures that access to resources is appropriate for all of the children's needs. If necessary a child may be given extra 1:1 support.

Partnership with parents

- The Playgroup recognises the importance of effective dialogue between staff and parents.
- Parents are consulted and kept informed of their child's progress at every stage and are welcomed into the Playgroup to support their child's learning when needed.
- Should any parent be dissatisfied with the Playgroup's effort on behalf of their child they will be referred to the SENCO so that the situation can be investigated and if necessary altered to better suit the child.
- If the parents are still unhappy with the Playgroup specific requirements provision then they should follow the complaints procedure outlined previously.

Liaison with other agencies

- The records for any child with specific requirements within the Playgroup will be passed (with parental permission) to their primary school and in accordance with Playgroup Confidentiality policy.
- Other specialists such as speech therapists, Educational Psychologists, Advisory Teaching Service etc are used to support the progress of children.