

**SHOTLEY KIDZONE**

**(Caring for children 12mths -11years old)**

***Main Road, Shotley.Ipswich.Suffolk.***

***IP9 1NR.***

***01473 787873***

**Policies and Procedures**

**2023/2024**

**SHOTLEY KIDZONE**

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**SHOTLEY KIDZONE**

**Safe Guarding Children Policy**

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. Children are ‘Children First’ and all children need safeguarding; only SOME are in need of protection.

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

2. The setting is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (DoH 2004).

3. The setting is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Aims

Our aims are to carry out this policy by:

1. 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.
2. Promoting children's right to be strong, resilient and listened to by encouraging children to develop a sense of freedom, independence and self determination.
3. 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.
4. Helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
5. Working with parents to build their understanding of and commitment to the principles of safeguarding all our children.
6. To become approachable to all children, ensuring they feel comfortable within our care, providing relevant information, which is appropriate to each individual child.
7. To adhere to the General Data Protection Regulation (GDPR) guidelines on handling and storing confidential information.

The legal framework for this work is:

Primary legislation

The Children Act 1989 - s 47

The Protection of Children Act 1999

Data Protection Act 1998 & GDPR 2018

The Children Act 2004 (Every Child Matters)

The Childcare Act (2006)

Early Years Foundation Stage (2008)

Guidance

What to Do if you are worried a Child is Being Abused (2004)

Working Together to Safeguard Children (revised 1999)

Secondary Legislation

Sexual Offences Act (2003)

Criminal Justice and Court Services Act (2000)

Human Rights Act (1999)

Race Relations (Amendment) Act (2000)

Race Relations (Amendment) Act (1976) Regulations

Rehabilitation of Offenders Act 1974

Liaison with other bodies

1. We have a copy of 'what to do if you a worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
2. 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 the setting and social services to work well together.
3. We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements, which may affect the wellbeing of children.
4. If a referral is to be made to the local authority social services department, we act within

the Area Safeguarding Children and Child Protection guidance in deciding whether we must

inform the child's parents at the same time.

Staffing and volunteering

1. **Our designated person (a member of staff) who co-ordinates child protection issues is**

**THERASA BUTCHER**

1. **Our designated Deputy are**

**Abigail Stannard and Lucy Harrington**

1. We provide adequate and appropriate staffing resources to meet the needs of children.
2. Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau before posts can be confirmed.
3. 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.
4. Volunteers do not work unsupervised.
5. We have procedures for recording the details of visitors to the setting.
6. We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
7. Only authorised people are able to collect children from the setting - these people are named on the child’s registration form.

Procedure

1. To safeguard staff members from allegations, if a child is brought to the setting with a bruise/mark or is off absent, the parent/carer will be required to complete an incident form. This will acknowledge that the parent and staff members are aware the injury occurred outside of the setting or why the child has been away from the setting.
2. This is not an allegation of abuse, but a procedure to safeguard your child.
3. To safeguard staff members, all staff have been advised not to add parents as friends on any social networking sites - such as ‘Facebook’; and mobile phones are to be kept in the office.
4. Any accidents that occur during all sessions will be recorded on an accident form, which the parent is required to sign.

**Customer First – 0808 800 4005**

**Professional Consultation Line - 03456061499**

Responding to suspicions of abuse

1. We acknowledge that abuse of children can take different forms - physical, emotional, and sexual as well as neglect.
2. When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
3. Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the setting manager who is acting as the 'designated person'. In the absence of the ’designated person’ they would discuss with the ’deputy’. The information is stored on the child's personal file.
4. Staff in the setting takes care not to influence the outcome, either through the way they speak to children or by asking questions of children.

Allegations against staff

1. We ensure that all parents know the complaints procedure regarding staff or volunteers within the setting, which may include an allegation of abuse.
2. We respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident.
3. We refer any such complaint immediately to the local authority's social service department to investigate.
4. We co-operate entirely with any investigation carried out by social services in conjunction with the police.
5. Our policy is to suspend the member of staff on full pay for the duration of the investigation; this is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.
6. If an allegation of abuse against a staff member has been made outside of the setting, the same procedures will be followed as above.

Disciplinary action

· Where a member of staff or a volunteer is dismissed from the setting or internally disciplined because of misconduct relating to a child, we notify the Department of Health administrators so that their name may be included on the List for the Protection of Children and Vulnerable Adults.

Training

1. 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.
2. The designated person and the deputy have carried out safeguarding children ‘roles and responsibilities’ training to effectively carry out their roles.
3. Through training, staff are made aware to consider their own attitudes, values, beliefs and stereotypes to ensure that these do not affect their practice. We ensure that all staff knows the procedures for reporting and recording their concerns within the setting.

Planning

1. The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one to one situation without being visible to others.

Curriculum

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

Disclosures

Where a child makes a disclosure to a member of staff, that member of staff uses their ‘professional curiosity’ to understand more about the situation where possible.

· Offers reassurance to the child.

· Listens to the child.

· Gives reassurance that she or he will take action.

· If a referral has been made to Social Care Services it is our duty to report the referral to Ofsted, (although no details will be given.)

The member of staff can question the child further to confirm what is said or to gain further information, however not leading and never promise to keep anything a secret.

Recording suspicions of abuse and disclosures

Staff makes a record of:

· The child's name, The child's address, The age of the child.

· The date and time of the observation or the disclosure. An objective record of the observation or disclosure.

· The exact words spoken by the child as far as possible.

· The name of the person to whom the concern was reported, with date and time. · The names of any other person present at the time.

If at any time when recording, if a mistake is made, then one line needs to be put through the mistake, then it needs to be signed.

These records are signed and dated and kept in the child's personal file.

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

Informing parents

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

Confidentiality

1. All suspicions and investigations are kept confidential and shared only with those who need to know.

Support to families

1. The setting believes in building trusting and supportive relationships with families, staff and volunteers in the group.
2. The setting makes clear to parents its role and responsibilities in relation to Child Protection, such as for the reporting of concerns, providing information, monitoring of the child and liaising at all times with the local social services department.
3. The setting continues to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
4. We follow the Child Protection Plan as set by the social services department in relation to the setting's designated role and tasks in supporting the child and the family, subsequent to any investigation.
5. Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the procedure.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Children’s Rights and Entitlements**

Policy statement

We promote children's right to be *strong, resilient and listened to* by creating an environment in our 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.

We promote children's right to be *strong, resilient and listened to* by encouraging children to develop a sense of autonomy and independence.

We promote children's right to be *strong, resilient and listened to* by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.

We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.

We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children. To adhere to the General Data Protection Regulation (GDPR) guidelines on handling and storing confidential information.

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

To be strong means to be:

secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;

Safe and valued as individuals in their families and in relationships beyond the family, such as day care or school;

Self assured and form a positive sense of themselves – including all aspects of their identity and heritage;

Included equally and belong in early year’s settings and in community life;

Confident in abilities and proud of their achievements;

Progressing optimally in all aspects of their development and learning;

To be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and

To participate and be able to represent themselves in aspects of service delivery that

affects them as well as aspects of key decisions that affect their lives.

To be resilient means to:

Be sure of their self worth and dignity;

Be able to be assertive and state their needs effectively;

Be able to overcome difficulties and problems;

Be positive in their outlook on life;

Be able to cope with challenge and change;

Have a sense of justice towards self and others;

To develop a sense of responsibility towards self and others; and

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.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Looked After Children**

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

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

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

Principles

* The term ‘looked after’ child denotes a child’s current legal status; this term is never used to categorise a child as standing out from others.
* Depending on circumstances Shotley Kidzone may be able to accommodate two year old children as long as they have been with their foster carer for a minimum of two months.
* Shotley Kidzone offers places for funded three and four year old children to ensure they receive their entitlement to early education.
* Shotley Kidzone are happy to offer stay and play sessions for children with their foster carers to aid settling in.
* Where a child who normally attends Shotley Kidzone is taken into care and is cared for by a local foster carer, we will continue to offer accommodate the child.

Procedures

* The designated person for ‘looked after’ children is Therasa Butcher.
* The designated person and the child’s key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
* Shotley Kidzone recognises the local authority children’s social care department as the child’s ‘corporate parent’ and the key agency in determining what takes place with the child.
* When a child starts at the setting, there is a professionals meeting to determine the objectives of the placement and draw up a care plan that incorporates the child’s learning needs. The plan is reviewed regularly.
* The care plan will consider the following areas (if applicable) -
  + The child’s emotional needs and how they will be met
  + How any emotional issues and problems that affect behaviour are to be managed
  + Their sense of self, culture, languages and identity – and how this is to be supported.
  + Their need for sociability and friendship
  + Their interests and abilities and possible learning journey pathway
  + How any special needs will be supported
* Other areas which need to be taken into consideration include –
  + How information will be shared with the foster carer and local authority (as the corporate parent) as well as what information is shared with whom.
  + What contact the child has with their birth parents and whether this may impact on the sessions attended at Shotley Kidzone.
  + What written reporting is required
* The settling in procedure will be the same as with all other children, however we understand this may take longer and it is important that the child feels safe and secure.
* The child’s key person will record observations for their learning journey, as with all children, primarily focusing on the prime areas and then also the specific areas of development.
* Regular contact will be maintained with the social worker through planned meetings that will include the foster carer.
* At all times staff will ensure that the child is treated like all other children and their needs are met to prevent the child feeling as though they stand out from others.
* To adhere to the General Data Protection Regulation (GDPR) guidelines on handling and storing confidential information.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Non Collection and Late Collection**

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 Shotley Kidzone 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 and telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a child-minder or grandparent;
* Information about any person who does not have legal access to the child; and
* Who has parental responsibility for the child.

Late Collection

In the event that you are late to pick up your child we ask that you contact us as soon as possible to inform us that you are going to be late. If 15 minutes have passed at the end of the session/day we will contact you using the phone numbers on your child’s registration form, if you cannot be contacted we will use other contact details for other authorised people to collect your child. In the event that no one can be contacted we will follow the NON COLLECTION of CHILD POLICY. We reserve the right to charge for late collections at £5.50 per 15 minutes. In the event that late collection affects staffing ratios or the additional payment needed for members of staff to stay and care for your child then Shotley Kidzone reserve the right to pass this charge onto you.

Non Collection of a Child

* On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name of the person who will be collecting their child in our register. We agree with parents how to verify the identity of the person who is to collect their child.
* Parents are informed that if they are not able to collect the child as planned; they must inform us so that we can begin to take back-up 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 safeguarding children procedures as set out in our safeguarding children policy.
* If a child is not collected at the end of the session/day, we follow the following procedures:
* The register 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 register. 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.
* 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.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Missing Child**

Statement of intent

All children attending the setting are of equal importance and are cared for equally. Staff are deployed and the buildings are used in such a way as to minimise the chance of children removing themselves from the setting without being noticed. In this way staff can be made immediately aware of a child needing help or support and react accordingly.

Aim

To minimise the likelihood of children going missing while in the care of the Shotley Kidzone and to provide the correct procedure to follow should that happen.

Method

* Children are welcomed into the setting by a member of staff, who also oversees the parents/ carers signing in their children, then checks the register and counts the number of children in the setting.
* The setting is laid out in such a way that if a child were to go missing, a member of staff would quickly realise.
* Visitors are not left alone at any time, if a visitor is unknown their authorisation will be required before admission.

If a child goes missing from the setting

* The person in charge 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.
* Person in charge talks to staff to establish what happened
* If the child is not found the parent is contacted and the missing child is reported to the police.

If a child goes missing from an outing where parents are not attending and responsible for their own child, the setting ensures that there is a procedure that is followed.

* As soon as it is noticed that a child is missing, staff 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 staff searches the immediate vicinity but does not search beyond that.
* The person in charge is informed, if s/he is not on the outing and makes his/her way to the venue to aid the search and be the point of contact for the police as well as support staff.
* Staff take the remaining children back to the setting.
* The person in charge of the setting contacts the child's parent who makes their way to the setting or outing venue as agreed with the person in charge.
* The staff contact the police using the mobile phone and report the child as missing.
* In an indoor venue, the staff contact the venue's security that will handle the search and contact the police if the child is not found.
* The person in charge contacts the chairperson of the management committee who comes down to the setting as soon as possible.

The investigation

* The management committee chairperson carries out a full investigation taking written statements from all the staff present at the time, or who were on the outing.
* The key person/ staff writes an incident report detailing:
* The date and time of the report;
* What staff/ children were in the group/outing;
* When the child was last seen in the group/outing;
* What has taken place in the group/outing since then; and
* The time it is estimated that the child went missing.
* A conclusion is drawn as to how the breach of security happened.
* If the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, include interviewing staff. Social Services may be involved if it seems likely that there is a child protection issue to address.
* OFSTED is informed.

The Insurance Department at the Pre-School Learning Alliance is informed.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Use of Mobile phones, Cameras and Social Networking**

Shotley Kidzone takes steps to ensure there are effective procedures in place to protect children and young people from the unacceptable use of mobile phones and cameras in the setting.

Mobile Phones

* Mobile phones which belong to members of staff, volunteers or students are not used on the premises during their working hours. Staff are allowed to use their mobile phone during their break in the office / staff area.
* Mobile phones are stored in the cupboard in the office or in staff personal lockers located in the cabin.
* In the event of an emergency, mobile phones can be used in the office with the permission of the Manager.
* Members of staff are able to share the work phone number with immediate family and other people (i.e. schools, other childcare facilities caring for their child) so that they can be contacted in an emergency.
* When we go out on outings then the member of staff in charge must take a mobile phone on the outing in case of an emergency. The member of staff will keep the phone in a pocket or bag and will not make or receive personal calls/ texts etc.
* Members of staff do not use their mobile phones for taking pictures of the children under any circumstances.
* Parents and visitors are requested not to use their mobile phones whilst on the premises. Visitors are asked to leave their bags/ mobile phone etc in the office which is away from the children, and if they need to use their mobile phone then they are able to use the office.

Cameras and Videos

* Permission for taking a child’s photograph is on the child’s registration form. At the time of taking photographs we ask for the child’s permission.
* Members of staff do not use their own cameras in the setting under any circumstances.
* Photographs and recordings of children are only taken for valid reasons, e.g. to record their learning and development, or for displays within Shotley Kidzone.
* Photographs are either taken on the camera which belongs to the setting, they are taken on a memory card which is then put into the setting’s printer to print the photographs. Or they are taken on on Ipads owned by kidzone. Staff are required to delete photos regularly.
* Camera/ipad use is monitored by the Manager – Therasa Butcher.
* When there are special events – e.g. Christmas play and performance, all parents are asked if they are happy for other parents to take photographs/ recordings of the event.
* In the event the setting may be able to use evidence such as photographs from their setting of what they do to share with other settings, then written permission will be gained from parents/ carers to use their child’s photographs for this purpose.

Social Networking

* Shotley Kidzone has a Facebook page which is used for advertising events at the setting and also to advertise Fundraising activities which are planned by the Committee. The page is monitored by a member of Committee and the manager.
* All members of staff are aware of our Confidentiality Policy which needs to be adhered to at all times.
* Members of staff are encouraged not to be ‘friends’ with parents of the setting on social networking sites, unless there were prior friendships with the parent prior to the child starting at Shotley Kidzone.
* Under no circumstances does a member of staff communicate about a child on social networking sites or any other confidential information. In the event a parent asks you a question about a child or another confidential matter then the member of staff does not provide any information and informs the parent to contact them at the setting.
* Staff are to be aware of how they conduct themselves on social media and are asked not to compromise their professional integrity or to bring the setting into disrepute.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Health and Safety**

Statement of intent

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

Aim

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.

Legal framework:

* Health and Safety Regulation 1981
* Management of Health and Safety at Work Regulations 1992
* Health and Safety at Work Act 1974
* Electricity at Work Regulations 1992
* Control of Substances Hazardous to Health Regulations (COSHH)
* Manual Handling Operations Regulations 1992
* Regulatory Reform (Fire Safety) Order 2005
* Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995

Further Guidance:

* Fire Safety Risk Assessment – Educational Premises (HMG 2006)
* Managing Medicines in Schools and Early Years Settings (DfES 2005)
* Health and Safety Law – what you should know (HSE 1999)
* Health and Safety – a short guide (HSE 2003)
* Electrical Safety and You (HSE 1998)
* COSHH – A brief guide to the regulations (HSE 2005)
* Manual Handling – Frequently Asked Questions (HSE)
* First Aid at Work: your questions answered (HSE 1997)
* Basic Advice on First Aid at Work (HSE 2006)
* RIDDOR Guidance and Reporting Form
* Five Steps to Risk Assessment
* [www.hse.gov.uk](http://www.hse.gov.uk)

Guidance on First Aid for Schools (DfEE) – www.teachernet.gov.uk

Methods

The member of staff responsible for health and safety is Emily Boore – Butterfly Room and Becca Baker – Caterpillar Room

They both are competent to carry out these responsibilities and undertaken health and safety training and regularly update their knowledge and understanding. We display the necessary health and safety poster in KITCHEN AREA/DISPLAY AREA

Risk assessment

Our risk assessment process includes:

* Checking for hazards and risks indoors and outside, and in our activities and procedures.

Our assessment covers adults and children;

* Deciding which areas need attention; and
* Developing an action plan that specifies the action required the timescales for action, the person responsible for the action and any funding required.

We maintain lists of health and safety issues, which are checked:

* Daily before the session begins; AND
* Termly - when a full risk assessment is carried out.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed ON NOTICE BOARD in the caterpillar room.

Awareness raising

* 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 have a no smoking/vaping policy.
* Children are made aware of health and safety issues through discussions, planned activities and routines.

Children's safety

* We ensure all staff employed has been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau.
* Adults do not normally supervise children on their own.
* Adults supervise all children at all times.
* Whenever children are on the premises at least two adults must be present.

Security

* Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.
* The arrival and departure times of adults - staff, volunteers and visitors are recorded.
* Our systems prevent unauthorised access to our premises.
* Our systems prevent children from leaving our premises unnoticed.
* The personal possessions of staff and volunteers are securely stored during sessions.

Doors

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

WET AREA

* Children do not have unsupervised access to the area.
* All surfaces are kept clean.
* There are separate facilities for hand washing and for washing up.
* Cleaning materials and other dangerous materials are stored out of children's reach.
* When children take part in cooking activities, they:
* Are supervised at all times;
* Are kept away from hot surfaces and hot water; and
* Do not have unsupervised access to electrical equipment.
* Adults use the cooker and hob equipment.

Electrical equipment

* All electrical equipment conforms to safety requirements and is checked regularly. PAT tested yearly.
* Our boiler/electrical switchgear/meter cupboard is 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.
* Where water can form a pool on equipment, it is emptied before children start playing outside.
* 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.
* We have a daily cleaning routine for the setting, which includes play room(s), kitchen, rest area, toilets and nappy changing areas.
* The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
* We implement good hygiene practices by:
* Cleaning tables between activities;
* Checking toilets regularly;
* Wearing protective clothing - such as aprons and disposable gloves - as appropriate;
* Providing sets of clean clothes;
* Providing tissues and wipes

Activities

* 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 the setting.
* 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.

Food and drink

* Staffs that prepare and handle food receive appropriate training and understand - and comply with - food safety and hygiene regulations.
* All food and drink is stored appropriately.
* Adults are not permitted to have hot drinks in any of the rooms that the children are using.
* Snack and meal times are appropriately supervised and children do not walk about with food and drinks.
* Fresh drinking water is available to the children at all times.
* We operate systems to ensure that children do not have access to food/drinks to which they are allergic.

Fire safety

* Fire doors are clearly marked, never obstructed and easily opened from 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 approved by the Fire Safety Officer and are:
* Clearly displayed in the premises;
* Explained to new members of staff, volunteers and parents; and
* Practised regularly at least once every Term.
* Records are kept of fire drills and the servicing of fire safety equipment.

Sickness

Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents - or other authorised adults - if a child becomes ill while in the setting.

* We do not provide care for children, who are unwell, have a temperature, or sickness and diarrhoea, or who have an infectious disease. Children who have had sickness or diarrhoea need to remain at home for 48/72hours, after the last time that they were sick.
* Children with head lice are not excluded, but must be treated to remedy the condition.
* Parents are notified if there is a case of head lice in the setting.
* Parents are notified if there is an infectious disease, such as chicken pox.
* HIV (Human Immunodeficiency Virus) may affect children or families attending the setting. Staff may or may not be informed about it.
* Children or families are not excluded because of HIV.
* Good hygiene practice concerning the clearing of any spilled bodily fluids is carried out at all times.
* Ofsted is notified of any infectious diseases that a qualified medical person considers notifiable.
* At Shotley Kidzone, we follow the ‘Guidance on infection control in schools and nurseries’ this is displayed on the parent’s display board. This shows the recommended periods that the child should remain from the setting - once they are well.

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.
* The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.

Records

In accordance with the Settings Regulations, we keep records of:

Adults

* Names and addresses of all staff on the premises, including temporary staff who work with the children or who have substantial access to them;
* Names and addresses of the owners or of all members of the management committee;
* All records relating to the staff's employment with the setting, including application forms, references, and results of checks undertaken etc.

Children

* Names, addresses and telephone numbers of parents and adults authorised to collect children from setting;
* The names, addresses and telephone numbers of emergency contacts in case of children's illness or accident;
* The allergies, dietary requirements and illnesses of individual children;
* The times of attendance of children, staff, volunteers and visitors;
* Accidents and medicine administration records;
* Consents for outings, administration of medication, emergency treatment; and
* Incidents.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Administering Medication**

At Shotley Kidzone we feel it is important for children who are unwell to be at home until they are well enough to return to the setting. We will agree to administer medication as part of maintaining their health and well being or when they are recovering from an illness.

In many cases, it is possible for the child’s GP to prescribe medicine that can be taken at home around session times. Shotley Kidzone will only administer medication where it would be detrimental to the child’s health if the medication was not administered.

These procedures are written in line with guidance in Managing Medicines in Schools and Early Years Settings. The Manager is overall responsible for ensuring that all staff are aware of the procedures.

At all times the medication needs to be stored correctly and the relevant paperwork filled in prior to the medication being administered.

Procedures

* Children taking prescribed medication must be well enough to attend the setting
* Only medication PRESCRIBED by a doctor (or other medically qualified person) is administered – following the directions provided on the label. If further direction is needed Shotley Kidzone will contact the Doctor/ Specialist to gain further guidance. The medication must be in date and prescribed for the current condition.
* Children’s prescribed medicines are stored in their original containers, are clearly labelled, and stored in a locked cupboard in the office or in the fridge.
* Parents give prior written permission for the administration of medication, using the medication form, or in a care plan for long-term illness/ conditions; e.g. eczema.
* The administering of medication is recorded on the medication form, which is stored in the cupboard under the ‘medication’ file. Adhering to the General Data Protection Regulation (GDPR) guidelines on handling and storing confidential information.

Storage of Medication

* All medication is stored safely in a locked cupboard in the office, or in the fridge as required, in a box labelled medication.
* The member of staff in charge of the session is responsible for ensuring that medication is returned to the parent at the end of the session.
* For some conditions, medication may be kept in the setting to be administered on a regular basis (e.g. eczema cream). Key persons ensure that the medication is in date, and returns if it becomes out of date.
* In the event that the administration of medication requires specialist knowledge then all members of staff will undergo the training.
* No child may self-administer. If children are able to identify when medication is needed they can inform a member of staff, however an adult must administer.

Children with long term medical conditions

* Parents need to complete a care plan for children who have long term illnesses/ conditions so that staff know how to best care for the child. The care plan will also identify what to do in an emergency. The care plan is regularly reviewed.
* In some circumstances, a risk assessment may need to be carried out, if the illness/ condition may be affected by activities, or their surroundings. This will be completed by the Manager, key person and the child’s parents.

Managing medicines on outings

* If a child may require medication on an outing (e.g. inhaler) then this must be taken on the outing in a plastic tub which is clearly labelled this will be kept in the Shotley Kidzone rucksack which a member of staff looks after. In the tub the consent must also be included, along with a card where the administering of medication can be recorded, which can then be added to the medication form on return to Shotley Kidzone.

Legal Framework

* The Human Medicines Regulations (2012)

Further Guidance

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

Other useful Pre-school Learning Alliance Publications

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

Also look at First Aid and Managing Children who are sick, infectious or with allergies Policy

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**First Aid and Managing Children who are Sick, Infectious or with Allergies**

At Shotley Kidzone we provide care for healthy children through preventing cross infection of viruses and bacterial infections and ensure that all staff are aware of children’s allergies and needs.

Shotley Kidzone are aware that at times First Aid treatment will need to be administered in the event of accidents or when someone becomes unwell. We aim for all members of staff to hold current Paediatric First Aid training, at all times there is at least one member of staff with current First Aid training. The First Aid training is approved by the local authority.

Procedures for First Aid Kit:

* Complies with the Health and Safety (First Aid) Regulations 1981;
* Is regularly checked by a designated member of staff and re-stocked as necessary;
* Is easily accessible to adults; and
* Is kept out of the reach of children.

At the time of admission to the setting, 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 staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Procedures for children who are sick or infectious

* If a child appears unwell during the day – have a temperature, sickness, diarrhoea or pains, or generally appear unwell and out of character then the Manager calls the child’s parents to inform them and asks them to collect their child, or to send a known carer to collect the child on their behalf.
* If a child has a temperature they are kept cool by removing top clothing and using cool water to dampen their head if needed.
* The child’s temperature is taken using a digital thermometer on the child’s forehead (which is kept in the First Aid box)
* In extreme cases of emergency, the child should be taken to the hospital / ambulance phoned and the parent informed.
* Parents are asked to take their child to the doctors, Shotley Kidzone can refuse to allow children into the setting who have a temperature, sickness, diarrhoea or a contagious infection or disease. In the case of sickness/ diarrhoea children cannot return to the setting until at least 48 hours have passed since the last time the child was sick/ had diarrhoea.
* The list of excludable diseases can be found in the parent information area in the Butterfly room, or in the lobby in the Caterpillar room.

Reporting of notifiable diseases

* If Shotley Kidzone becomes aware of or is informed about a notifiable disease the manager informs OFSTED and acts on any advice given by the Health Protection Agency.

HIV / AIDS/ Hepatitis procedure

* At all times good hygiene procedures must be undertaken. Viruses can be spread through bodily fluids – such as blood, urine, faeces or vomit.
* When dealing with bodily fluids it is important for the member of staff to wear single use gloves and apron.
* Fluids are cleaned up using disinfectant and cloths/ mops, cloths etc are disposed of after cleaning up.
* Clothing which needs to be washed are bagged for the parents to take home.

Head lice

* Children are not excluded from the setting if they have head lice unless in extreme cases when there is a large infestation that needs to be cleared.
* On identifying a case of head lice all parents are informed to check their children and family and to treat if necessary.

Procedures for children with allergies

* On the child’s registration form parents are asked to identify whether their child has any allergies.
* If a child has an allergy/ intolerance a Risk Assessment is carried out to identify nature of a reaction, what to do in the case of an emergency, control measures and review.
* The form is kept in the child’s personal file and also displayed where all staff can see it and easily access it.
* In the event a child may need an Epipen staff will undergo training so that they know how to use correctly.

Insurance requirements for children with allergies and disabilities

* In the event a child has life threatening conditions, or require invasive treatments, written confirmation from the insurance provider will be obtained to extend the settings insurance.

Life saving Medication and Invasive Treatments

* In the event of using Epipens for anaphylactic shock reactions caused by allergies or Invasive treatment such as rectal administration of Diazepam for epilepsy; the provider must have the following:
  + A letter from the child’s GP/ consultant stating the child’s condition and what medication if any is to be used
  + Written consent from the child’s parent/ carer allowing staff to administer medication
  + Proof of training to administer the medication
* Copies of the above documents must be sent to the Pre-school Learning Alliance Insurance Department for appraisal, written confirmation that the insurance has been extended will be returned.

**At all times the administration of medication must be compliant with the Safeguarding and Welfare Requirements of the Early years Foundation Stage and also follow the Administering Medicines Policy at Shotley Kidzone.**

Legal Framework

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

Further Guidance

* First Aid at Work: Your questions answered (HSE 1997)
* Basic advice on First Aid at work (HSE 2006)
* Managing Medicines in Schools and Early Years Settings (DfES 2005)

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Recording and Reporting of Accidents and Incidents**

At Shotley Kidzone we believe that the health and safety of children is of paramount importance. We carry out risk assessments on a regular basis to highlight any areas that need our attention. In the event of a serious accident/ incident that requires reporting we follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents.

In the event of an accident:

* In the event of a minor accident, a member of staff deals with the child, attending to any first aid if needed. The accident would then be reported on an accident form (the process is explained below). We would then inform the parent when collecting their child.
* If the accident was caused by another child – such as a bite or a scratch, this would be classified as an incident which would be reported on an incident form.
* In the event of a major accident, a member of staff would deal with the child, if emergency aid was required then an ambulance would be contacted, then the parents would be contacted.
* If it would be quicker for the parent to meet at the hospital rather than at Shotley Kidzone, then a member of staff would go in the ambulance with the child.
* On returning to Shotley Kidzone, the accident would be recorded on an accident form (all staff are informed on how to complete). If the accident were major, then it would be reported to OFSTED.

Our accident forms:

* Are kept safely and accessibly; adhering to the General Data Protection Regulation (GDPR) guidelines on handling and storing confidential information.
* All staff and volunteers know where it is kept and how to complete it; and
* Is reviewed termly to identify any potential or actual hazards.

Ofsted is notified as soon as possible (must be within 14 days) of the following

* Food poisoning affecting two or more children looked after on our premises (also inform Local Environment Health Department)
* A serious accident or injury to, or serious illness of, a child in our care and the action we take in response
* The death of child in our care

When there is any injury requiring hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

Dealing with incidents

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

* Any accident to a member of staff leading to them being taken to hospital
* Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
* Any work related injury to a member of staff which results in them being unable to work for seven consecutive days.
* When a member of staff suffers from a reportable work related disease or illness
* Any dangerous occurrence is recorded following guidance from RIDDOR Guidance and Reporting. See below.
* In the event of a major incident Shotley Kidzone would seek advice from the Health and Safety Executive and the Pre-school Learning Alliance and any other professional services which may be relevant. Shotley Kidzone would follow the guidance which is given.

Legal Framework

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

Further Guidance

* RIDDOR Guidance and Reporting [www.hse.gov.uk](http://www.hse.gov.uk/)

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Outings from the Setting**

Statement of intent

Shotley Kidzone believes that the health and safety of children is of paramount importance.

Aim

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable children to thrive in outings out of the setting.

Methods

The members of staff responsible for Health and Safety are : **Emily Boore & Becca Baker.**

All children will be supervised by members of staff at all times.

1. Suitable adult : child ratios will be adhered to.
2. Written permission will be gained from parents prior to the outing.
3. A member of staff should ‘trial’ the outing beforehand - identifying any hazards and making necessary arrangements to suit all children’s needs and complete a form highlighting the hazards.
4. Children are made aware of health and safety issues prior to the outing through discussions on what we are going to do and are reminded throughout the outing.
5. Any parents/ carers helping with the outing will not be left unsupervised with children at any time.
6. Accompanying staff, parents and volunteers should be made aware of their specific roles
7. Regular head counts must take place throughout the outing - including prior to leaving the setting.
8. A first aid kit must be taken on all outings.
9. Any necessary medications / inhalers should be taken.
10. At least one mobile phone must be taken on all outings and to be kept in the bag, not used for personal calls.
11. Emergency contacts and a list of children’s names to be taken on all outings. Stored on the premises once returned, adhering to the General Data Protection Regulation (GDPR) guidelines on handling and storing confidential information.
12. In the event of a missing child, the procedure outlined in the ‘missing child’ policy should be followed.
13. When visiting other organised settings, we must see a copy of their risk assessment prior to the visit.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Food and Drink**

Statement of intent

Shotley Kidzone views children’s snack and meal times are an important part of the day. Shotley Kidzone believes that it is important to provide children and parents with information regarding healthy eating and healthy lifestyles

Aim

At snack and meal times, we aim to provide healthy, nutritious food, which meets the children's individual dietary needs. We also aim to inform parents and carers on healthy choices for children’s lunchboxes. We refer to statutory guidelines as described in the Early Years Foundation Stage and abide by food hygiene legislation.

The Legal Framework for this work is:

Primary Legislation:

* Regulations (EC) 852/ 2005 of the European Parliament and of the council on the hygiene of foodstuffs

Further Guidance:

* Safer food, Better Business
* Early Years Foundation Stage
* Food hygiene training
* [wklnmjww.food.gov.uk](http://www.food.gov.uk)

Methods

* Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies.
* Parent’s record information about each child's dietary needs in her/his registration record and sign the record to signify that it is correct.
* We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up to date.
* We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
* We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
* We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
* We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
* Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups, to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
* We organise snack times so that they are social occasions in which children and staff participate. We use meal and snack times to help children to develop independence through making choices, serving drink and feeding themselves.
* We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
* We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session/day.
* In accordance with parents' wishes, we offer children arriving early in the morning - and/or staying late - an appropriate meal or snack.
* We give parents who provide food for their children information about suitable containers for food.
* In order to protect children with food allergies, we have rules about children sharing and swapping their food with one another.

*Packed lunches*

Shotley Kidzone do not provide cooked meals at lunch time and children are required to bring packed lunches, we:

* Ensure perishable contents of packed lunches are refrigerated;
* Inform parents of our policy on healthy eating;
* Encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt ). We discourage sweet drink, sweets and all chocolate products. We can provide children with water or milk to drink.
* Ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Nappy Changing**

Statement of Intent

Shotley Kidzone do not exclude children from our setting who are not yet toilet trained and who are wearing nappies or the equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this would not be appropriate. Shotley Kidzone has a ‘duty of care’ towards children’s personal needs.

Shotley Kidzone provides nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained.

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

Procedures

* When children are starting to show an interest in the potty or toilet the key person will usually speak with the parents and encourage the use of pull ups rather than nappies.
* The changing area provides a safe environment and children are changed on a changing mat on the floor or on the changing table for the safety of the children and adults. (Suitable to each individual)
* There is a list of all children who are in nappies/ pull ups for each session so staff are aware of who needs changing and encouraged to use potty or toilet.
* All changes are recorded chronologically and information is stored adhering to the General Data Protection Regulation (GDPR) guidelines on handling and storing confidential information.
* Children are encouraged to help get out their pulls ups/ nappies, wipes etc from their bags.
* Staff where gloves and an apron when changing children
* All staff are aware of hygiene procedures and these must be undertaken during changing.
* Children are encouraged to take an interest in the toilet or potty.
* Staff are gentle when changing and avoid making remarks or pulling faces about nappy contents or the child.
* Older children access the toilet when they need to and are encouraged to be independent.
* Pulls up and nappies are disposed of hygienically. These are bagged and the nappy bin is used for wet nappies and dirty nappies. ( Disposed in outdoor bin at end of session).

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Animals in the Setting**

Children learn about the natural world, its animals and other living creatures, as part of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the setting or on visits. Shotley Kidzone is fortunate on the area in which it is situated as we sometimes have animals in the fields nearby which children can see from the setting. We ensure good hygiene and safety when children are near any animals.

Procedures – Animals in the setting

* We take account of the views of parents and children and any allergies when selecting an animal or creature to keep as a pet at our setting.
* We carry out a risk assessment accounting for any hygiene or safety risks posed by the animal or creature.
* We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
* We ensure the correct food is offered at the correct times.
* We make arrangements for weekend and holiday care for the animal or creature.
* If children are able to handle the pet this is fully supervised and children thoroughly wash their hands afterwards.
* If animals are brought into the setting by a visitor, they are the responsibility of the owner. Prior to the visit, they will discuss with staff and highlight any potential risks.

Procedures – Animals in the local environment

* If we see animals in the local environment children are encouraged not to touch the animal unless we know the animal and there is an owner/ farmer present.
* Children wash their hands after contact with animals.
* Shoes worn outside are removed in the lobby area when back at Shotley Kidzone.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Non Smoking/Vaping Policy**

We comply with Health and Safety regulations and the Safe Guarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking/vaping environment- both indoors and outdoors.

Procedures

* All staff, parents and volunteers are made aware of our No Smoking/Vaping Policy
* We display no smoking/vaping signs
* The No Smoking/Vaping Policy is stated in our information for parents
* Staff who smoke/Vape do not do so during working hours, unless on a break and off the premises
* Staff who smoke/Vape during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

Legal Framework

* The smoke free ( Premises and Enforcement) Regulations (2006)
* The smoke free (signs) Regulations (2007)

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Outdoor Policy**

Statement of intent

At Shotley Kidzone we believe that outdoor play provides a freedom for a type of play that is difficult to replicate indoors.

Aim

To enable children to use the garden as a context for learning, throughout the year.

We aim to:

* Use the garden as a context and a natural resource for learning
* Include the garden when planning for learning
* Enable the children to access the garden throughout the daily session
* Ensure that the garden offers children the opportunity to investigate and explore, problem solve, use their imagination, develop their gross motor skills and creativity
* Observe, assess and record the learning that happens within the garden
* Help children to care for the outside environment through the context of the garden
* Enable children to work on their own and with others
* Respect the outdoor environment and to care for living things
* Enable the child the opportunity to be relax, enjoy and have fun outdoors
* Use tools safely and effectively and to follow the settings rules

Method

The staff will:

* Facilitate access to the garden on a daily basis through discussion and staff meetings, planning and mutual agreement
* Organise and provide necessary resources as appropriate, for example clothing, footwear, tools etc.
* Encourage children to use a variety of natural resources

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Fire Safety and Emergency Evacuation**

Statement of intent

SHOTLEY KIDZONE will follow the procedures for evacuating the building in the event of a fire alarm being sounded, in a way that ensures that all children are safely lead away from the building and adults do not take any undue risks.

**Our aims are:**

* No child or adult will take unnecessary personal risks
* Staff fully understand the required procedures and understand their role
* Staff will follow the day to day procedure to reduce the risk of fire
* We will follow the advice that the fire brigade give

**Methods**

* We will have a fire procedure on the wall
* We will have a fire drill in each term and a record will be made
* We will ensure all staff receive training on fire procedures
* We will perform a formal risk management assessment at least once a year and will monitor risks each day
* We will keep registers of children, staff and visitors to the setting each session

**If a fire occurs, a member of staff must sound a whistle to alert everyone and gain their attention.**

**The Caterpillar Room evacuation procedure to follow is:**

* The fire whistle will be blown (one loud blast)
* All staff will assist children and adult within the setting to move to the Fire door
* Everyone will make their way down to the white gate and across to the fire assembly area near the school Kitchen.
* Person in charge on day will be responsible to collect register and check building is empty (If safe to do so)
* Once all children are safe the fire brigade are to be called 999
* At the assembly point, the registers will be called and checked for any unaccounted children or adults and fire brigade will be told of any missing people. Nobody will be permitted to return to the building until the fire brigade gives the all clear.

**For fire drills, the above procedure will be followed except dialling the fire brigade.**

**Butterfly room – alarm will be set within the school, assemble all children and staff within the playground along with all school children and staff.**

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Behaviour Management**

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.

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.

Methods

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

* **THERASA BUTCHER** is the named person who has overall responsibility for issues concerning behaviour, alongside **Nikki Campbell**
* We require the named person to:
* keep themself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
* access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and to
* Update all staff with relevant training on promoting positive behaviour.
* We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
* 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.
* 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/ Manager. 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.

Strategies with children who engage in inconsiderate behaviour

* We require all staff, volunteers and students to 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, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
* 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.
* We acknowledge considerate behaviour such as kindness and willingness to share.
* 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.
* We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
* 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 physical punishment, such as smacking or shaking. Children are never threatened with these.
* We do not use techniques intended to single out and humiliate individual children.
* We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
* 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 manager and are recorded in the setting incident file. The child's parent is informed on the same day.
* In cases of serious misbehaviour, 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.
* When children behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
* We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
* Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding, along side appropriate behaviours.

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 some children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
* We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.
* 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.
* We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
  + When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.
  + Where this does not work, we use the SEND Code of Practice(2014) to support the child and family, making the appropriate referrals to outside professional where and if necessary.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE  
Behaviour Management – Out of School Club**

Statement of Intent

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. It is a child’s right to be educated without fear. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Method

In order to achieve this:

* **THERASA BUTCHER/Nikki campbell are** the named people who has overall responsibility for issues concerning behaviour.
* The named person is required to keep themselves up to date with legislation and research on handling children’s behaviour.
* All adults in the Shotley Kidzone will ensure that the rules are applied consistently, so that the children have the security of knowing what to expect and can build up useful habits of behaviour.
* At Shotley Kidzone we believe it is important for children to participate in creating rules and group agreements, because children are more likely to adhere to the conditions if their needs, wishes and opinions have been considered.
* All adults will try to provide a positive model for children with regard to friendliness, care and courtesy.
* Adults in Shotley Kidzone will praise and endorse desirable behaviour such as kindness and willingness to share.
* We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

When children behave in unacceptable ways:

* Physical punishment, such as smacking or shaking, will be neither used nor threatened.
* Children will never be sent out the room by themselves.
* Children, who show unwanted behaviour, will be given one-to-one adult support in seeing what was wrong and working towards a better pattern.
* Where appropriate this might be achieved by a period of “time out” with an adult.
* In any case of unwanted behaviour, 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.
* Recurring problems will be tackled by the whole group, in partnership with the child’s parents to establish an understanding of the cause.
* Persistent misuse of language and unacceptable behaviour will result in the parent/carer being informed verbally. If the unacceptable behaviour continues, it will lead to exclusion of the child from Kidzone for a set period of time. In extreme circumstances, when the unacceptable behaviour is persistent, the exclusion will be permanent.
* Adults in Shotley Kidzone will make them aware of and respect a range of cultural exceptions regarding interactions between people.
* Adults will be aware that some kinds of behaviour may arise from a child’s additional needs.
* We do not use techniques intended to single out and humiliate individual children.
* We only use physical restraint, such as holding to prevent physical injury to children or adults and/or serious damage to property. Details of such events (what, where, who and what action was taken) are brought to the attention of the manager and recorded in our incident file.
* We work in partnership with parents. Parents are regularly informed about their child’s behaviour. We work with parents to address recurring unacceptable behaviour, using objective records to help us to understand the cause and to decide jointly how to respond appropriately.

BULLYING

Bulling involves the persistent physical or verbal abuse of another child or children.

We take bullying very seriously

If a child bullies another child or children.

* We intervene to stop the child harming the other child/ren.
* We explain to the child doing the bullying why his/her behaviour is inappropriate.
* We give reassurance to the child/ren who has been bullied
* We do not label the child a BULLY.
* When children bully, we discuss what has happened with the parents and work out with them a plan for handling this behaviour.
* When a child has been bullied, we share with the parents what has happened, explaining that the child who did the bulling is being helped to adopt more acceptable ways of behaving.
* Where appropriate staff will liase with the childs school, to be consistent.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Admissions Policy**

Statement of intent

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

The legal Framework for this work is:

Primary Legislation

* Data Protection Act (1998) & GDPR 2018.
* Human Rights Act (1998)

Further Guidance:

* Information Sharing: Practitioners Guide (HMG 2006)

Method

* Ensure that the existence of Shotley Kidzone is widely known in all local communities. We will place notices advertising Kidzone in places where all sections of the community can see them.
* Arrange our waiting list in order of date of birth (for pre-school). To hold all relevant information regarding all children using a registration form, all about me form, care plan, previous setting information, 2 year check and all relevant consent forms adhering to the General Data Protection Regulation (GDPR) guidelines on handling and storing confidential information.
* Keep a place vacant, if this is financially viable; in order to accommodate emergency admissions.
* Describe the setting and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders, and other people from all cultural, ethnic, religious and social groups, with and without disabilities.
* Consult with families about the opening times of the setting to avoid excluding anyone. This is done through regularly speaking to parents and carers that use the setting, and through the use of questionnaires to both children that already attend Shotley Kidzone, and also to other families that live locally.
* Be flexible about attendance patterns so as to accommodate the needs of individual children and families.
* We make our Equality and Diversity Policy known.
* With regard to government funding, priority will be given to the child wanting more funding session than another e.g. a child wanting five sessions will get priority over a child wanting two sessions.
* With regard to funded sessions, Kidzone will do their best to accommodate the child to suit the parent, however at times this may not be possible.
* In the event of an emergency, we will aim to accommodate child/ren where possible.
* Emergency care will be provided when situations arise and care is needed ( At Manager /Deputy Manager discretion)
* We aim to be flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

Signed:

Role of signatory:

**SHOTLEY KIDZONE**

**Arrivals and Departures**

Registration system

* There is a system for registering children and staff attendance of a daily basis, showing hours of attendance.
* Full details of each child are attained from information from the registration form before the child is able to attend.
* All sessions have a register which is stored on the premises at all times adhering to the General Data Protection Regulation (GDPR) guidelines on handling and storing confidential information.

Collecting

* At the end of a session the children will not be able to leave the setting under the supervision of the designated responsible person. The designated responsible person collecting a child from the provision will sign the child out and note the time of departure.
* In the event of late arrivals of the designated responsible person, members of staff will remain at the premises with the child. A late collection fee will be charged if the parent/carer has not collected the child 15 minutes after closing. If the child is still not collected, every effort will be made to contact a family member/authorised person to collect them. If an adult other than the usual designated responsible person will be collecting a child, the staff must be noted before hand.

Authorised collectors

* Parents/carers are required to provide the setting with work,home and mobile phone numbers of designated responsible people who are able to collect their child from the setting.
* If a different person comes to collect a child, and the parents have not informed the setting of this, then the parent’s permission must be obtained before handing over the child.

School delivery and collection

Delivery to school

* Children being delivered to the school after breakfast club should be left/handed over at the points agreed with the school. (See below).

School delivery points- breakfast club

Currently lining up in class order in playground.

*Collecting from school*

* Staff should always be early arriving at school
* Staff should have their registers with them.
* As the children arrive, their names should be ticked off the list. The children should be well behaved and kept together. Before leaving the school, check names one further time to ensure all children are still there.

School collection points- After school club

Currently outside key doors in playground.

Unplanned events

In the event of a child not arriving:

* Check setting for messages. Check with the school office to ascertain if the child was present/absent at school or if a message has been received.
* If the school are sure the child was absent that day, bring all the children back to the club.
* The parent/carer will be rung to confirm the situation, and will be reminded of the need to contact the club in the future before the situation re-occurs.
* If the child was present in school a search should be made for the child and the parent/carer contacted. If the child cannot be found: - inform the school.
* Ultimately the police would need to be contacted if the child could not be found or the parent/carer are unable to be contacted.

In the event of a child telling you they are not coming:

* If the parent/carer are with them check directly.
* If the club has not been informed, then the child will have to return to the club where their parent can be contacted.
* This still applies if another parent tells you that a child should be going with them i.e. around another child’s house to play/party etc.

In the event of an extra child telling you they are coming but they are not on your list:

* If it is a new child to the club, unless they have a registration form they should be taken and left at the school office and the situation should be explained to a member of school staff.
* If it is a regular /registered child, sure they are coming, then tell a member of school staff in the office that you are taking the child (noting the member of staffs name), and bring the child back to the setting, contact will then be made with the parent/carer.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Key Person**

A Key Person has a special responsibility for a set number of children.

Aim

A key person will ensure that your child’s needs are recognised and met at each session.

Main duties

* To help your child settle at our setting.
* Talk to parent/carers about their child
* Closely observe how your child is settling during the first couple of sessions using previous Learning Journeys and information from other settings if applicable.
* Assisting the child to integrate into the setting.
* To provide emotional support to your child if required.
* To observe, keep records and monitor the child’s progress alongside talking and encouraging parents to participate in their childs development.
* To feed back information to the setting Manager, any concerns that key Person or Parents come across.
* To respect that the parents and child’s information is confidential.
* To work in conjunction with the parents in a statutory and professional manner.
* To keep a regular flow of communication with key child’s parents/ carers, ensuring that they have regular access to Tapestry and know what to do if they have any problems.
* To ensure Ipads are only used for work purposes and photos are deleted regularly.

IT IS IMPORTANT TO NOTE THAT A KEY PERSON DOES NOT:

* Shadow the children throughout the session.
* Only work with the key children they have been given.
* Prevent other adults from developing a relationship with the key children they have been given.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Equipment and Resources**

Statement of intent

We believe that high quality early years care and education are promoted by providing children with safe, clean, attractive, developmentally appropriate resources, toys and equipment.

Aim

We aim to provide children with resources and equipment that help to consolidate and extend their knowledge, skills, interests and aptitudes.

Methods

In order to achieve this aim we:

* provide play equipment and resources that are safe and - where applicable - conform to the BSEN safety standards or Toys (Safety) Regulation (1995);
* provide a sufficient quantity of equipment and resources for the number of children;
* provide resources that promote all areas of children's learning and development, which may be child or adult led;
* select books, equipment and resources that promote positive images of people of all colours, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;
* provide play equipment and resources that promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;
* provide made, natural and recycled materials that are clean, in good condition and safe for the children to use;
* provide furniture that is suitable for children and furniture that is suitable for adults;
* store and display resources and equipment where children can independently choose and select them;
* Regularly check all resources and equipment that are available and ensure they are put away at the end of each session. We repair and clean, or replace, any unsafe, worn out, dirty or damaged equipment;
* Plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Equality of Opportunties**

**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 disabilities;
* 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.
* Promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
* Have a due regard to the need to prevent people from being drawn into terrorism (The Prevent Duty)

The legal framework for this policy is:

* Race Relations Act 1976;
* Race Relations Amendment Act 2000;
* Sex Discrimination Act 1986;
* Children Act 1989; and
* Special Educational Needs and Disability Act 2001.
* Every Child Matters
* Special Educational Needs and Disability Act 2001
* Disability Discrimination Act 1995,2005
* Employment Equality (age) Regulations 2006
* The Equality Act 2006,2010
* The Prevent Duty 2015

**Methods**

*Admissions*

Our setting is open to all members of the community.

* 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 Equality and Diversity 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 disability or refuse a child entry to our setting because of any disability.
* We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
* We take action against any discriminatory behaviour by staff or parents. 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.

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

*Training*

* We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
* We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

*Curriculum*

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

* Making children feel valued and good about themselves;
* Ensuring that children have equality of access to learning;
* Recognising the different learning styles, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
* Positively reflecting the widest possible range of communities in the choice of resources;
* Avoiding stereotypes or derogatory images in the selection of books or other visual materials;
* Celebrating a wide range of festivals;
* Creating an environment of mutual respect and tolerance;
* Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
* Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
* Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
* Children should acquire 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 the diversity of children’s experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

*Valuing diversity in families*

* We welcome the diversity of family lifestyles and work with all families.
* We encourage children to contribute stories of their everyday life to the setting.
* We encourage parents/carers to take part in the life of the setting and to contribute fully.
* We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

*Food*

* We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
* We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

*Meetings*

* Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
* Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held: Signed: Role of signatory:**

**SHOTLEY KIDZONE**

**Parental Involvement**

We believe that children benefit most from Early Years Education and care when parents and settings work together in partnership.

Our aim

Our aim at Shotley Kidzone 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 the setting. We also aim to support parents in their own continuing education and personal development.

Method

In order to fulfil these aims we:

* Are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
* Adhere to the Early Years Foundation Stage, encouraging the link between the setting and all staff.
* Allocate a Key person to each individual child, who is available to discuss their child’s needs and concerns to each parent.
* Inform all parents about how the setting 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;
* Encourage and support parents to play an active part in the governance and management of the setting;
* Inform all parents on a regular basis about their children's progress; Involving parents in the shared record keeping about their children , with their Learning Journeys - either formally or informally - and ensure parents have access to their child’s online Learning Journey. If parents are unable to access the key person is to arrange times to show them, and / or can print the Learning Journey.
* Provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting;
* Provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language;
* Hold meetings in venues that are accessible and appropriate for all; Welcome the contributions of parents, in whatever form these may take;
* 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.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed: Role of signatory:**

**SHOTLEY KIDZONE**

**Settling-In**

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 well being and their role as active partners with the setting.

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

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

* Before a child starts to attend the setting, 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 the setting, information days and evenings and individual meetings with parents.
* Before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting, through an invitation stating the starting date and sessions booked for the child..
* We also offer the opportunity to carry out a home visit, this is where the room leader and key person will visit the parent and child in their home environment to start the relationship in the child’s natural environment.
* 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 or the first session at which a child attends to explain and complete or confirm with his/her parents the child's registration records. This is also a time when comforting items (blankets/dummies) that are used within the home environment, can be discussed in order to give the child an easier transition to settle.
* When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
* We are aware that some children may 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 use an online daily diary on Tapestry, to have a two way link between parent and key person, whom regular contact is not achievable and also when child-minders or family members collect regularly.
* 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 setting.
* We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
* We encourage the parent to call during the early stages to be reassured themselves.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Special Educational Needs and Disabilities**

**Statement of Intent**

In welcoming children with additional and specific needs, this setting is responding to our belief that every child has equal value.

We as a setting ensures that the SEND Code of Practice (Dfe & DoH 2014) is incorporated into all aspects of our provision.

(Where parents are referred to in this and other policies, this also includes carers, child minders etc.)

We serve the children of the group in the following ways:

1. We value all children equally and according to our Equalities Policy.
2. We recognise that children develop at different rates and different stages.
3. The educational aims for children with difficulties and disabilities are the same; therefore our curriculum is differentiated to account for the needs of all children within the group.
4. We effectively communicate with the parents of children who may have special educational needs and welcome their full involvement.
5. Planning is undertaken collaboratively so activities and their targets are appropriately organised and implemented for children with Special Educational Needs and Disability (SEND).
6. Key-workers record on progress by using Individual Educational Plans (IEPs) and liaise with the Special Educational Needs Coordinator (SENCO) to ensure that progress is appropriate and activities modified and developed as necessary.

PROVISION FOR SPECIAL EDUCATIONAL NEEDS

The SENCO for the setting is: **Therasa Butcher** (She is responsible for the day to day management of the Additional Needs Policy). Along with **Nikki-Louise Campbell and Emma Ransome** who are SEND Support Practitioners

The SENCO and SEND support Practitioners:

1. Ensures liaison between parents/carers and other professionals for children with SEND.
2. Advises and supports other practitioners in the setting.
3. Ensures IEPs (Individual Educational Plans) are in place.
4. Ensures information about SEND children is collected, recorded and updated.
5. Takes a lead in assessing children’s strengths and weaknesses.
6. In discussion with colleagues, plans for the future support of the child.
7. Monitors and reviews action taken.
8. Ensures appropriate records are kept. Adhering to the General Data Protection Regulation (GDPR) guidelines on handling and storing confidential information.
9. Ensures parent/carers are kept informed of the action taken to help the child and the outcome of the action.

AIMS OF THIS POLICY

1. To offer a broad and balanced curriculum with as much access to the EYFS as possible.
2. To ensure that all the children with SEN engage in all activities and are fully included.
3. To ensure the needs and progress of children who have SEN are monitored by our group’s SENCO.
4. To develop a support system and strategies that enables the SENCO to work with the whole setting team to work effectively with children and their parents.
5. To adopt a positive approach, building on children’s strengths and taking into account their wishes in the light of their age and understanding.
6. To involve parents/carers – working in partnership with them, recognising and acknowledging their expertise.
7. To ensure roles and responsibilities are explicit with regard to the Code of Practice – i.e. Manager, SENCO, staff, parents, outside agencies and children themselves.
8. To work in partnership with outside agencies in order to ensure best practice and meet the needs of children, enabling early identification and to facilitate early intervention.
9. To operate a system of observation and record keeping, in conjunction with parents, enabling us to monitor children’s needs and progress on an individual basis.
10. Self help, independence skills, gross and fine motor development.
11. Knowledge of self and the environment, and early numeracy and literacy skills.

**ROLES AND RESPONSIBILITIES**

Shotley Kidzone has regard for the SEND Code of Practice and the statutory requirements for all Early Years providers. Shotley Kidzone operates a key-person system in order to best meet the needs of individual children. Our key-person system ensures that each adult is especially responsible for and close to a group of children, so each child receives plenty of adult time and attention. The key-Person also ensures planning is differentiated to meet the needs of children within his/her group, developing the curriculum to account for the needs of each child within the group and recording observations and assessments appropriately for the SEN file.

The SENCO is responsible for writing the IEPs and setting appropriate targets with the support of the key-Person and in conjunction with parents/carers. They also ensure that if necessary a behaviour management plan is written and put into place where a child’s behaviour poses a risk to themselves or others in the setting.

As part of their responsibilities parents/carers are encouraged to keep staff informed about issues that may affect their child.

In the Code, the term ‘SEN Support’ defines arrangements for identifying and supporting children with SEN or disabilities within the provision. Early years are required to offer appropriate support and intervention, and to promote equality of opportunity for children that they care for.

The code (6.28 – 6.35) shows four broad areas of need for children and young people with SEND.

These are:

* **Communication and Interaction**
* **Cognition and learning**
* **Social, emotional and mental Health Difficulties**
* **Sensory and/or physical needs**

**PROCESS FOR IDENTIFICATION**

1. By daily observations and recording, by individual staff members/key-Person about the children for whom they have responsibility, areas of development which may be delayed.
2. By parents/carers expressing concern about their child’s development and being given an opportunity to discuss how the staff can best support their child and the process that support will take.
3. By taking account of needs identified by other professionals and working partnerships with these professionals and parents/carers to meet the child’s need.
4. Where concerns are raised by other staff members, highlight concerns about a child at a staff meeting.
5. Where a child expresses their own concerns about not being able to achieve in particular areas.
6. Where records from previous settings indicate a child has experienced a special educational need.
7. Identification of SEN is an ongoing flexible procedure, which can be undertaken when a child’s needs become apparent.

**Applying a Graduated approach**

If, despite differentiation, a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities and requires special educational provision, suitable special educational provision should be made through a graduated approach (which replaces Early Years Action and Early Years Action Plus). The new graduated approach is characterised by a continuous cycle of A**ssess, Plan, Do and Review**, applied in increasing detail and frequency to ensure the child progresses.

**PARTNERSHIP WITH PARENTS**

1. We recognise that parents know their children best and have a critical role to play in their child’s education. We believe parents should be treated as partners able and empowered to:
2. Play an active role in their child’s education by having an opportunity to express their opinions and having their opinions valued.
3. Have their child’s difficulties identified early with appropriate intervention to meet those needs.
4. Have a real say in how their child is educated by being consulted on IEP targets and being fully informed of their child’s progress.
5. Have access to information, advice and support during their child’s assessment and any related decision-making process about intervention and support.
6. Have their child’s strengths recognised as well as any additional need.
7. With parental permission, on transfer to schools the relevant SEN transfer forms will be completed and passed over, so future planning can take place to meet the child’s needs. Current IEPs will also be sent on.

**CONCERNS/COMPLAINTS/FURTHER ADVICE**

Any concerns/complaints will be investigated by the SENCO/Manager.

The Disability Discrimination Act states: From Sept 2002, it has been unlawful to discriminate against disabled children in the provision of any service a) to treat a disabled child less favourably b) not to make reasonable adjustments for disabled children.

The Disability Rights Commission provides a range of information and guidance on the Disability Discrimination Act. This organisation would be able to advise if the concern relates to an issue of the possible discrimination of a disabled child.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed: Role of signatory:**

**SHOTLEY KIDZONE**

**Record Keeping**

Statement of intent

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting.

Aim

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.

The Legal Framework for this work is:

Primary Legislation:

* Data Protection Act (1998) & GDPR 2018
* Human Rights Act (1998)

Further Guidance:

* Information Sharing: Practitioners Guide (HMG 2006)

Observation

We aim to maintain a healthy, safe and secure environment, whilst observing activities in a non - threatening way to both staff and child.

We aim to allocate sufficient time to ensure that monitoring and evaluation of each child is carried out. This is done by ensuring staff to child ratios are high.

Records

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

1. Developmental records

* These include observations of children in the setting, samples of their work, summary developmental reports and records of achievement, these can be located on each child’s Tapestry account.

2. Personal records

* These include registration and admission forms, signed consents, 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.
* Throughout this procedure the Data Protection Act 1998 & GDPR 2018 is abided by following the actions below:
* These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge of the office.
* Parents have access, in accordance with the access to records procedure, to the files and records of their own children but do not have access to information about any other child.
* When a behaviour record is being kept because of concerns, the parent and child are informed and shown that it is written.
* 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.
* To adhere to the General Data Protection Regulation (GDPR) guidelines on handling and storing confidential information.

We aim to provide a secure environment in which all our children can flourish and in which all contributions are valued.

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

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Transition Policy**

*The key to smooth transitions for children is effective communication between child, parents and staff and the creation of a positive and supportive climate for both the parent and the child.*

Statement of Intent

It is our intention that all children feel as comfortable, confident and emotionally secure as possible when entering Shotley Kidzone. Young children starting these sessions need support to enable them to adjust to a temporary separation from their family. Therefore our aim is to make them feel that they are a valuable, competent member of the new social group, and assisting the need to develop positive attitudes towards the range of new experiences they will encounter. This is achieved through following the **Admissions Policy**

Method

During transition both into the setting, between rooms and also into Reception class, children need to be helped to retain the self-confidence and self-respect that they have already gained at home or in previous settings. We believe at Shotley Kidzone. It is our role to build on the work of the family and take steps to ensure that the child is valued as an individual in the setting, understanding that children enter settings from a variety of backgrounds and will respond to it in many different ways. We therefore aim to welcome all children as individuals and will meet their needs accordingly. This is achieved through following the **Settling in policy.**

Getting to know a child and planning for admission to their next setting require parents and practitioners to engage in an equal partnership in which both learn from each other, together with their Key person, adhering to the settings **Key Person Policy**.

Discussions and meeting are held with all schools where the children are moving onto to.

Information is gained from them all in regards to transition information to support where possible.

* At an arranged meeting the individual child’s Key person from Shotley Kidzone meets with the staff at the chosen School to discuss the individual children now moving onto their setting.

* Shotley Kidzone staff prioritise making themselves available to discuss any concerns of the transition with all parents. Minimizing concerns about change.
* We prepare records about each child’s development and learning in the EYFS, to enable a smooth transition. We share appropriate information with the receiving setting or school at transfer.

Continuity for children and their families is crucial in making successful transitions. Settings, which invest time in planning for continuity, will benefit from having secure, happy children and relaxed and interested parents. Staff will feel confident that they are able to cope with the social, emotional and educational needs of the children in their care.

Well-established routines will provide the framework for continuity in any setting. An element of predictability in daily routines provides security for children and gives them a feeling of self-confidence in knowing what will happen next.

Consistency in staff attitudes is essential if children, and parents, are not to be confused about what is expected or acceptable. This is particularly important in terms of acceptable behavior, how it will be encouraged and how unacceptable behavior will be addressed. Therefore the staff at Shotley Kidzone passes on as much information as possible in order for the staff at the next setting to understand each individual child and their needs.

Transfer of confidential information

* The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in the setting and what was done about them.
* A summary of the concerns will be made, along with the dates of the last professional meeting or case conference.
* Where there has been a CAF raised in respect of any welfare concerns, the name and contact details of the Lead professional will be passed on to the receiving school or setting.

Legal Framework

* Data Protection Act (1998) & GDPR 2018
* Freedom of Information Act (2000)
* Human Rights Act (1998)
* Children Act (1989)

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Complaints Policy**

As a member of the Pre-school Learning Alliance, we aim to provide the highest quality education and care for all of our children. We aim to offer a welcoming environment to each individual child and family and provide a warm and caring environment within which children can learn and develop as they play.

We believe that children and their parents/ carers are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our setting at any time.

Making Concerns Known

* A parent who is uneasy about any aspect of the group’s provision should first talk over any worries and anxieties with the Manager.
* If this does not have a satisfactory outcome within a couple of weeks, or if the problem reoccurs, the parent should put the concerns or complaints in writing and request a meeting with the manager and the chair of the committee. Parents and the manager should have a friend or partner present if required and an agreed written record of the discussion should be made.

Most complaints should be resolved informally or, at this stage:

* If the matter is still not sorted out to the parent’s satisfaction, the parent should again contact the chair.
* If the parent and the group cannot reach an agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify a situation. Staff or volunteers within the Pre-school Learning Alliance will be available to act as a mediator if both parties wish.
* The mediator will help define the problem, review the action so far and suggest further ways in which it may be resolved.

The mediator will keep all discussions confidential. S/he will meet with the group if requested and will keep an agreed written record of any meetings that are held and of any advice s/he has given.

The role of the registering authority

In some circumstances, it will be necessary to bring in the local authority registration and inspection -unit, who will have a duty to ensure laid down requirements are adhered to and with whom the Pre-school Learning Alliance work in partnership to encourage high standards. The registering authority would be involved if a child appeared to be at risk or where there seemed to be a possible breach of registration requirements. In these cases, both the parents and the club would work with the Social Services Department to ensure a proper investigation of the complaint followed by appropriate action.

If you wish to lodge a complaint direct, then you can do this by contacting:

enquiries@ofsted.gov.uk

OFSTED Early Years Line: 0300 123 1231 or 0300 123 4666

We believe that most complaints are made constructively and can be sorted out at an early stage. We believe that it is in the best interests of the setting and parents that complaints should be taken seriously and dealt with fairly and in a way, which respects confidentiality.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Early Years Foundation Stage**

This document outlines the philosophy, aims and principles of Early Years Teaching and Learning at Shotley Kidzone the document underpins practice in all areas of provision.

Early Years Foundation Stage

“Every child deserves the best possible start in life and support to fulfill their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.” “Statutory Framework for the Early Years Foundation Stage”,

Department for Children, Schools and Families, (2014). Early childhood is the foundation on which children build the rest of their lives. At Shotley Kidzone we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valid in itself, as part of life. This is done through a holistic approach to learning, ensuring that parents/guardians, support staff and all practitioners within Shotley Kidzone, work effectively together to support children's learning and development.

The setting adheres to the latest Early Years Foundation Stage (2021)

Aims

It is every child’s right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At Shotley Kidzone, the overarching aim of the EYFS is to help young children achieve these five “Every Child Matters” outcomes. We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Shotley Kidzone we aim to:

* Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs
* Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond
* Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development
* Use and value what each child can do, assessing their individual needs and helping each child to progress
* Enable choice and decision-making, fostering independence and self-confidence
* Work in partnership with parents/guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability
* Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development
* Provide experiences for all children, whatever their needs, which are inclusive rather than parallel

The areas of learning and development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and allowing them to thrive. These three areas, the prime areas, are:

* Communication and language;
* Physical development; and
* Personal, social and emotional development.

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

* Literacy;
* Mathematics;
* Understanding the world; and
* Expressive arts and design.

Educational programmes must involve activities and experiences for children, as follows.

* **Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
* **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
* **Personal, social and emotional development** involves helping children to develop a positive sense if themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behavior in groups; to have confidence in their own abilities.
* **Literacy development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a range of reading materials (books, poems and other written materials) to ignite their interest.
* **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
* **Understanding the world** involves guiding children to make sense of their physical world snd their community through opportunities to explore, observe and find out about people, places, technology and the environment.
* **Expresses arts and design** involves enabling children to explore and play with wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Practitioners must consider the individual needs, interests and stage of development of each child in their care, and must use this information in all of the areas of learning and development. Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. But throughout the early years, if a child’s progress in any prime area gives cause for concern, practitioners must discuss this with the child’s parent and/or carers and agree how to support the child. Practitioners must consider whether a child may have special educational needs or a disability, which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.

**Planning**

Good planning is the key to making children’s learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All practitioners who work in Shotley Kidzone are involved in this effective process.

**Learning through play**

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.” (“Early Years Foundation Stage”, Department for Children, Schools and Families, 2007)

At Shotley Kidzone we do not make a distinction between work and play. We support children’s learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children’s learning through play, by getting involved in the play themselves and modeling by example.

**The Learning Environment**

“A rich and varied environment supports children’s learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.”

(“Early Years Foundation Stage”, Department for Children, Schools and Families, 2007)

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence.

Activities are planned for both the inside and outside; children have the freedom to move between the indoor and outdoor throughout the session. The learning environment is divided into a variety of different areas, which are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

The whole EYFS document is held within the setting; please do not hesitate to ask if you wish to view it.

**Assessment**

Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress, and observations that parents and carers share.

**Progress check at age two**

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child’s development in the prime areas. This progress check must identify the child’s strengths, and any areas where the child’s progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child’s future learning and development involving other professionals (for example, the provider’s Special Educational Needs Co-ordinator) as appropriate.

**Your child’s progress and future learning needs are assessed and recorded through frequent observation and adult focus activities, evidenced via Tapestry.**

**Parents have daily contact with the Kidzone staff at the beginning and end of each session and are welcomed as parent helpers.**

**Open days are available throughout the year, to enable all to speak to the child’s key Person, discussing areas of development and/or any concerns that you may have.**

We aim to provide a secure environment in which all our children can flourish and in which all contributions are valued.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Confidentiality Policy**

**Statement of intent**

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting.

**Aim**

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.

**The Legal Framework for this work is:**

**Primary Legislation:**

* Data Protection Act (1998) & GDPR 2018
* Human Rights Act (1998)

**Further Guidance:**

* Information Sharing: Practitioners Guide (HMG 2006)

**Methods**

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

1. Developmental records

* These include observations of children in the setting, samples of their work, summary developmental reports and records of achievement.

2. Personal records

* These include registration and admission forms, signed consents, 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 mater involving the child, such as developmental concerns or safeguarding children matters.
* These confidential records are stored in a lockable cabinet and are kept secure by the person in charge in an office.
* Parents have access, in accordance with the access to records procedure, 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.
* All information stored has been ensured that Data Protection is adhered to.

**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 and volunteer staff are advised of our confidentiality policy and required to respect it, alongside all staff members.

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

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Collection of Payment and Government Funding Entitlement**

Statement of intent

Our setting is committed to providing quality and affordable childcare for all children within our community.

The Legal Framework:

* Data protection Act (1998) & GDPR 2018
* Human Rights Act (1998)

Further Guidance:

* Information Sharing: Practitioners Guide (HMG 2006)

**Collection of Payment**

**Aims**

We aim to:

* Agree a clear payment plan for individuals unable to pay fees in one lump sum e.g. sessional.
* Inform parent/carers promptly on the consequences arising from non-payment of fees when they are due, including the late payment of £10.00
* If fees are outstanding by the end of the second month, your child may not be able to be booked in until full payment has been received.
* We reserve the right to allocate your child’s place to another child on the waiting list if the above is not complied with.
* We aim to recover monies owed to us.
* All sessions booked will be charged. Absences due to illness etc. will still be charged.
* Exceptions from payment may be provided at the discretion of the Manager/Chair person in the event of long term illness/injury preventing the child from attending the setting.
* Fees will be charged at the beginning of the month for the sessions a child will be attending, all absences will be charged, this includes sickness, and if your child attends other clubs within the school, where we need to collect and ensure their attendance. If you are planning on going on holiday, fees may be waived at the discretion of the Manager, as long as at least one month’s notice is given.

**Procedures of non-payment**

Invoices will be given out the first week of the month (exceptions may occur due to school breaks), invoices are to be paid in full within fourteen days. If fees are not paid in full within this time, you will be issued a late payment fee of £10 for each child. Which will be added on to your next invoice.

If fees have not been paid by the beginning of the second month you will receive a letter of warning for fees to be paid in full. If fees continue to be outstanding by the end of the second month (for example January fees outstanding into February, January and February fees need to be paid in full before the end of February). You will receive a final notice of all outstanding monies to be paid in full otherwise your child will no longer be able to attend the setting for the following month (e.g. March).

**Government Funding Entitlement**

In line with guidelines for Government funded sessions, we offer a flexible approach to meet the needs of all families. At Shotley Kidzone we offer a range of sessions including breakfast, pre-school and afterschool club, where funded hours can be used throughout. For children that wish to attend more than their funded hours or for children who are not funded, we have an hourly rate for pre-school or out of school sessions.

Each child will receive an invoice for the month ahead, on the invoice the number of Government funded hours for the month will be stated, along with any payments owed. In the event that children attend extra hours or sessions during a month then additional payments will be added to the following months invoice.

We are flexible in meeting your individual needs, therefore if there are certain times that would be more suitable (such as dropping off at 9pm, or picking up at 2.45pm) then we will endeavour to meet your needs.

The Government funding will still allow your child to be entitled to 15 hours a week, with hours beyond this charged at the new rates.

If a child is entitled to Government funded sessions, this would be taken into consideration using the hours parents declare on their funded forms for each term. Forms are stored adhering to the GDPR 2018 regulations.

**At Shotley Kidzone, we have decided to accept Government funding between the hours of 7.45 – 3.45, any additional hours will be charged for at the out of school hourly rate of £5.00 per hour. Even if you do not use your full entitlement of Government funding hours for the week, you are still eligible to pay for any hours that you choose for your child to attend after 3.45pm.**

As a parent you are welcome to choose whether you would like to use your Government funding within term time which is 38 weeks a year.

Please refer to our Admissions policy and Government funding policy for further information.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Student Placement**

Statement of intent

This setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early year’s settings. As part of our commitment to quality, we offer placements to students undertaking early year’s qualifications and training.

Aim

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.

Methods

* We require students to meet the 'suitable person' requirements of Ofsted.
* We require schools placing students under the age of 17 years with the setting to vouch for their good character.
* We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
* Students who are placed in our setting on a short-term basis are not counted in our staffing ratios. Trainee staff employed by the setting 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 our setting is managed, how our sessions are organised and our policies and procedures.
* We communicate a positive message to students about the value of qualifications and training.
* We 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.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Staffing and Employment**

Statement of intent

We provide a high staffing ratio to ensure that the children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and are checked for criminal records through the records bureau in accordance with Ofsted’s requirements.

Methods

* We have at least one member of staff to each eight children, and more if there are younger children present, adhering to ratio requirements.
* A minimum of two staff/adults is on duty at one time.
* We encourage all staff to gain a qualification within Childcare. And relevant training to update their own professional development.
* We provide regular in service training to all staff.
* We encourage Team Work within the setting and to include the use of outside agencies within this team where appropriate.
* Our key Person system (Pre School) ensures each child and family has one particular staff member who can be their first port of call.
* Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children’s progress and any difficulties.
* We work towards and carryout all the standards and guidelines as stated within the ‘Practice Guidance For The Early Years foundation Stage (September 2020)’
* We work towards an equality of opportunities employment policy, seeking to offer job opportunities equally to all genders , with and without disabilities, from all religious, social, ethnic and cultural groups.
* Our settings budget includes an allocation towards some training costs, which are mandatory or are beneficial to the care of the children.
* We support the work of the staff by means of regular monitoring/appraisals, review practice and progression
* We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.
* All staff are fully aware of confidentiality both inside and outside of their working hours.
* All Staff are aware of the risks when speaking to parents/carers outside of Kidzone and are advised where possible, not to do this. Staff are to re direct any issues/concerns back to Management during working hours. If necessary, conversations of concerns are to be discussed and or shown to a safeguarding lead and documented.
* All staff are required to monitor their own social media posts and to be mindful they are in a professional role. Staff are advised not to partake in any defamatory discussions on social media surrounding Kidzone.
* Staff do not have parents as friends on social media unless they are a 'True friend outside of the setting'. Staff do not accept friend requests or messages from parents.
* All staff are aware of the procedures of being un fit to work in a setting with children and agree to undertake tests for suspected or random checks with alcohol and/or drug use whilst employed by Kidzone.
* All staff are to notify the Manager of any misconduct outside of the setting that may hinder their involvement with their role or concerns about colleagues.
* Where allegations and/or complaints are made relating to miscontact within the work place, each case will be dealt with on a case by case situation. The procedures will be followed in line with the complaints policy and/or contract procedures in agreement with the Manager and Core committee members where relevant.
* Staff will have there Well being and mental health monitored throughout their employment and during individual situations where more support is needed.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Staff Recruitment**

Statement of intent

We are an equal opportunities employer. We provide equal opportunities and are committed to the principle of equality regardless of race, colour, ethnic or natural origin, religious belief, political opinion or affiliation, gender, marital status, sexual orientation, gender reassignment, age or disability. We will apply employment policies that are fair, equitable and consistent with the skills and abilities of our employees and the needs of Shotley Kidzone.

Staff recruited will be appropriately qualified for the level of employment and recruitment is subject to disclosure barring service and accordance with statutory requirements.

Aim

To ensure that all children receive quality Pre-School and Out of School care from appropriately qualified staff and that our teaching and childcare standards meet the Statutory Framework for the Early Years Foundation Stage and Play work.

Methods

Staff / committee involved in the recruitment process should be aware of their responsibilies under the relevant legislation. If anyone involved in this process has a close personal or family relationship with an applicant, they must declare this as soon as they are aware of the individual’s application.

Documentation relating to the applicants will be treated with the utmost confidentiality and in accordance to the Data Protection Act & GDPR 2018.

As a minimum all positions will normally be advertised within Shotley Kidzone. Otherwise, positions will be advertised using the most appropriate and cost effective medium to maximise the number of suitable qualified candidates. When a job is advertised the importance of the role of safeguarding within the setting is highlighted to all candidates.

Applicants will be treated with respect and provided with sufficient information to make informed decisions regarding their suitability for the role.

The selection process should be:

* Transparent
* Timely and cost effective
* Equitable
* Free from conflict of interest

All staff interviews will be made up of a panel of at least two people, ideally the Manager and Chair Person.

All recruitment will be based on agreed Job Descriptions and, where relevant person specifications. Recruitment and selection must be conducted as an evidence- based process and candidates should be assessed against agreed criteria, based on relevant knowledge, skills competencies, experience and qualifications to perform the role as outlined in the person specification. All decisions must be recorded.

Interview questions must relate to the job requirements as exemplified in the Jobs Description and the candidate’s suitability for the position. The Job Description should be used as the basis for determining the interview questions.

At the end of the recruitment process all records must be stored and retained for a minimum of 12 months in case of requests of feedback or the threat of litigation.

Offers of employment are conditional upon receipt of satisfactory Disclosure Barring Service, references or any other appropriate checks e.g. reference checks. All working history needs to be declared and any gaps need to be clarified, for example – travelling, career gap to have children.

In accordance with employment legislation, appointments will only be offered on a fixed term basis, unless objective grounds exist for not making the appointment permanent.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Recruitment of Ex-offenders**

Statement of intent

As an organisation using the Disclosure Barring System (DBS) Disclosure service to assess applicant’s suitability for positions of trust, Shotley Kidzone complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly.

Methods

* It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed.
* Shotley Kidzone is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
* We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records.
* We select all candidates for interview based on their skills, qualifications and experience.
* All application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
* As a Disclosure forms part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person within the setting – Manager/Chairperson.
* Shotley Kidzone guarantees that this information will only be seen by those who need to see it as part of the recruitment process.
* It will be made clear to applicants for posts within the setting that the position is Exempt from the provisions of the Rehabilitation of Offenders Act 1974.
* We ensure that all those in Shotley Kidzone, who are involved in the recruitment process seek guidance and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
* At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
* We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar anyone from working with us.

This will depend on the nature of the position and the circumstances and background of the offences.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**Baby Sitting Policy**

Statement of Intent

At Shotley Kidzone we develop excellent relationships with our families. From time to time, parents may request individual staff members babysitting services outside of Kidzone working hours. This policy clarifies key points and procedures regarding private arrangements made between staff and parents. These duties may include taking the children home from the setting, or bringing them into the setting in the morning.

Method

At Shotley Kidzone we have a rigorous recruitment procedure to ensure that we employ competent and professional members of staff, and uphold our duty to safeguard children whilst on our premises and in the care of our staff. This procedure includes interviews and vetting such as DBS checks and confirmation of references and qualifications. Furthermore, whilst in our employment, all staff members are subject to ongoing supervision, observation and assessment, to ensure that standards of work behaviour are maintained in accordance with our policies. We have no control over the conduct of staff outside of their position of employment, and our duty to safeguard children as above does not extend to private arrangements.

* Shotley Kidzone will not be responsible for any private arrangements or agreements that are made between members of staff and parents / carers.
* All babysitting work must be declared on the ‘babysitting form’ held by the Manager. This form is stored adhering to the GDPR 2018 regulations.
* We will not take any responsibility for any health and safety issues, conduct, grievances, or any other claims arising out of the staff member’s private arrangements outside of the setting. If you have any concerns you can contact the Suffolk Safeguarding Children’s Board – www.suffolkscb.org.uk.
* In the event that private babysitting duties are viewed to interfere with any aspect of the staff member’s employment, we may require that the agreement may be terminated.
* Confidentiality of children, other staff members and all clients must be adhered to and respected. Discussions about the setting, other children, parents or employees are not permitted and would be considered breach of contract.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**E-Safety Policy**

Statement of Intent

At Shotley Kidzone we recognise the importance of and encourage the exciting opportunities that technology provides us. We are inclusive of technology within our setting for the benefit of supporting young childrens development. We are clear on the benefits and risks of using technology and the childrens safety is of the most importance to us. This policy lays out those risks and the stratergies in place to manage them efficiently.

Method

Our designated e-safety lead is **Emma Ransome**

We promote positive use of technology such as the computer. Children are allowed to select programmes under adult supervision. Children are never left unsupervised whilst using the computer. All systems are protected with anti virus, passwords and child locks where applicable. Staff have individual ipads for the use of Tapestry and photos to support observations only. These ipads are the property of Shotley Kidzone and are not for personal use under any circumstances both inside and outside of working hours. All staff have undertaken safeguarding training and are required to attend any e-safety training identified by the e-safety lead. All staff are aware of the Acceptable Use Policy and obide by the terms.

In addition:

* All staff are to read all policies including the AUP alongside the induction process and sign to say so.
* All parents have been made aware of the policy on registering their child.
* All staff/volunteers are prohibited from bringing in any device onto the premisis containing inappropriate material be it media/photos/videos.
* Staff are advised against forming relationships online with parents/children. For example being friends on facebook. Please refer to the social networking policy.
* If an incident occurs please follow the e-safety flow charts. Use the BLUE chart for ILLEGAL CONTENT and/or the ORANGE chart for UNSUITABLE MATERIALS. Then speak to the e-safety lead and complete a safeguarding concerns record form. Both Charts can be found on the office wall.
* Children at after school club have worked with the e-safety lead to produce their own rules for e-safety within kidzone.
* If inappropriate use of ICT takes place on site by a child the child will be supported to understand what has happened and the rules they created will be referred to. If the e-safety and safeguarding lead feel it is appropriate parents will be informed. If not safeguarding procedures will be adhered to. After an event the e-safety lead will review the situation, check all of the security protection and make any changes needed to protocol. If we have been made aware of an incident occurring off site the same proccedures apply.
* All staff are fully aware confidentiality both inside and outside of working hours.
* Staff are aware of the risks when speaking to parents/carers outside of kidzone on their own personal devices and are advised where possible, not to do this and to re direct any issues/concerns back to kidzone during working hours. If necessary conversations of concerns are to be discussed and or shown to a safeguarding lead and documented.
* Although not applicable within the setting all staff are mindful to support children in understanding people online may not always be who they say they are and to be vigilant of any concerning behaviours/ statements made.
* If a child repeatedly missues the internet within Kidzone it has been agreed they that will not be allowed to use computer etc until a time deemed suitable by the e-safety lead and/or parents.
* If unattended all devices within the setting become locked and can only be accessed with a password. All staff are to ensure devices are locked before setting them aside or walking away. Passwords are kept securely within the office.
* The only computer within the setting that accesses emails is the office one. All staff are aware that they should not be opening emails from unknown sources on the office computer and the ipads, as this may contain corrupt files.
* All staff are aware of Data Protection and we follow the Data Protection Act & GDPR 2018.
* If at anytime a DVD or CD is brought into the setting if must be checked to be age appropriate.
* Parents are encouraged by staff to promote online safety and are regularly spoken to if concerns arise.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**

**SHOTLEY KIDZONE**

**ICT Acceptable Use Policy (AUP)**

ICT and related technology such as email, the internet and mobile devices are an expected part of our daily working life. This policy is designed to make sure that all staff are aware of their professional responsibilities when using any form of ICT. All staff are expected to read, understand and sign this policy and adhere at all times to its content. If you have any concerns or need clarification you can talk to THERASA BUTCHER, KIDZONE e-safety lead.

* I will comply with the KIDZONE E-Safety Policy
* I understand that using the settings ICT system for a purpose not permitted by KIDZONE may result in disciplinary procedures.
* I will comply with the ICT system security and not disclose any passwords provided to me by the manager.
* I understand that I am responsible for all activity carried out under my user name.
* I will only use the settings email/internet for professional purposes.
* I will only use the approved secure email system for any setting business.
* I will not install any hardware or software with out permission from the E-Safety lead.
* I will not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
* I understand that my use of the internet and other related technologies can be monitored and logged and be made available, if requested as part of any investigation.
* I will respect copyright and intellectual property rights.
* I will only take, securely store and use images of children, young people or staff for professional purposes in line with the settings policy and with written consent of the parent, carer or staff member. I will not distripbute images outside of the setting without permission of the parent/carer, member of staff or manager.
* I will delete photos regularly from my Ipad.
* I will ensure I am aware of those children without permission for photos to be taken or published on social media.
* I will ensure my online activity both inside and outside of the setting will not bring my professional role and the settings reputation into disrepute.
* I will support the setting e-safety policy and help children to be safe and responsible in their use of ICT and related technologies.
* I will report any incidents of concern regarding children safety to the e-safety lead, the safeguarding leads or the manager.
* I understand that sanctions for disregarding any of the above will be in line with the settings disciplinary procedures and serious infringement may be referred to the police.

I agree to follow this code of conduct and to support the safe use of ICT thoughout the setting

Full name……………………………………………………………………………………………………………………………………………………

Job title…………………………………………………………………………………………………………………………………………………….

Signature…………………………………………………………………………………………………Date………………………………………..

Shotley Kidzone

Role of the ENCO – Equality Named Co-Ordinator

Statement of intent

At Shotley Kidzone we recognise the importance of equality and understand that the Equality Act 2010 places a legal duty on services to promote equality and end discrimination.

Method

Our designated ENCO is Nikki-Louise Campbell.

The role of the ENCO is to lead and identify all aspects of inequality. By carrying out yearly audits the ENCO can co-ordinate staff working within the setting to ensure Shotley Kidzone is fully inclusive.

The audits cover:

Access

Equality

Environment

Any areas of concern identified within the audits will be addressed promptly and dealt with efficiently. In addition, it will be known to staff and parents whom they can speak to if any concerns surrounding inequality are raised.

**This policy was adopted at a meeting of Shotley Kidzone Committee.**

**Date held:**

**Signed:**

**Role of signatory:**