

Admissions Policy

At Whiteshill Playgroup we try to make playgroup accessible to everyone.

We do this by advertising ourselves widely throughout the community and surrounding areas.

Children can start from the age of 2 years until they are due to start school. Children can attend a minimum of 2 sessions (3hrs) on 2 separate days. This will be renewed with child's individual needs.

We arrange our waiting list in birth order. In addition to this our setting may take into account, the vicinity of the home to the setting, siblings already attending the setting. Pre-schoolers entering our setting will always be given priority.

If financially viable we will try to keep a place vacant for emergency admission.

We have an open door policy within playgroup and try to make it clear that we welcome mother, fathers, order relations and other carers including childminders. We take into account their views when discussing opening days and hours.

We make our equal opportunities policy widely known.

We are flexible about attendance patterns to accommodate the needs of individual children and families and offer two start times and four collection times to accommodate the needs of individual children and families.

A unique Child	Positive Relationships	Enabling Environments	Learning and Developing
1.2 Inclusive Practise	2.1 Respecting each other	3.3 The learning environment 3.4 The wider context	

Settling in Policy

Before a child starts at Whiteshill Playgroup we use a variety of ways to provide parents with information. These can be; meeting at our setting, staying for a playgroup session with the child, reading our policies, looking through our scrapbook at past activities and events, reading the welcome pack, telephone conversations, looking at our website or a home visit.

Before a child starts at our playgroup we encourage visits to our setting.

Our My Unique Profile gives us a good understanding of the child's development to date, how they will settle and what their current interests are. This information covers the prime areas of learning for two year olds and the specific areas for the three year olds.

Each child is allocated a key person before they attend playgroup. This key person will help to settle the child, get to know them well and understand their individual needs.

If a home visit is necessary this will be carried out by the play leader and the child's key person.

When a child starts to attend, we will explain the process of settling in with parents we will work closely with parents and jointly decide on the best way to help their child to settle.

If necessary, parents are welcome to stay for sessions during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope with being left at playgroup.

Younger children may take longer to settle in as will children who have not previously spent time away from home or parents (including because of Coronavirus lockdown). Children who have had a period of absence may also need their parent to be on hand to re-settle them.

A child will be considered settled when they have formed relationships with staff, key person, are familiar with where things are, are happy to see the other children and participate in activities.

When parents leave they should explain to their child that they will be coming back and when.

Whiteshill Playgroup makes "My Special Sheets" to help distract a child and talk to them about things that are familiar to the child.

We do not believe that leaving a child to cry will help them to settle any quicker. If a child becomes very upset the parent will be contacted and asked to return to playgroup to help to settle and comfort the child.

We reserve the right not to accept a child into our setting without a parent/carer if the child finds it distressing to be left.

STATEMENT OF BELIEFS AND RIGHTS
RELATING TO YOUNG CHILDREN

- The children's well being is paramount.
- The children are individuals in their own right and they have different needs, abilities and potential. At Whiteshill Playgroup we wish to be flexible and sensitive in responding to these needs.
- Discrimination of all kinds is wrong. Whiteshill Playgroup recognises that discrimination is an everyday reality for many children. Every effort will be made to ensure that our own practice does not reflect or reinforce discrimination and that we shall make every effort to combat all forms of bias, prejudice and discrimination.
- Whiteshill Playgroup welcomes the involvement of parents both in the day to day running of the service and in its overall organisation. Children benefit from seeing parents and playgroup working together.
- Partnership between Whiteshill Playgroup and parents should also involve the regular opportunity to discuss progress and any areas of concern or difficulty. Staff at Whiteshill Playgroup, and in particular the Playleader, will make themselves available to parents to discuss any aspect of the child's development or the general running of the Playgroup.
- Good child-care practice, which is child-centred and based on encouraging social, intellectual, emotional, creative and physical development, will be the major aim of Whiteshill Playgroup.
- Young children learn and develop best through exploration and experience. At Whiteshill Playgroup we aim to provide an environment, which encourages such development. We provide stable, caring relationships, regular observation of children and active help on an individual and small-group basis and according to the specific needs of the child.
- All policies of the Playgroup are regularly reviewed with the aim constantly to put the needs of the child first and to develop the highest standards of childcare. The Annual General Meeting and all other meetings of the Playgroup will provide a forum for Policy discussions. Parents are encouraged to raise any other matters of Policy to members of the Whiteshill Playgroup Committee as and when they feel it is appropriate.

***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 beliefs, cultural traditions and home background. We encourage children to be independent, to have the self confidence and vocabulary to resist inappropriate approaches, to sustain satisfying relationships within their families and with peers and adults. To work with parents to build their understanding of the principles of safeguarding children.**

A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
1.2 Inclusive Practice	2.1 Respecting each other	3.2 Supporting every child	4.4 Personal, social & Emotional dev

At Whiteshill Playgroup we are aware and take account of -

Fundamental British Values in the Early Years

At the recent Learn Explore Debate events (March 2015) we heard a lot of queries about how providers should be interpreting Fundamental British Values in the early years and how that will be reflected by Ofsted in inspection. Our feedback noted that many of you would welcome further clarity and guidance on what British Values means in the early years to reduce misinterpretation and confusion.

Having checked with the Department for Education (DfE) the statutory requirements for early years providers are now clear. The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers "to have due regard to the need to prevent people from being drawn into terrorism" (the Prevent duty). The duty is likely to come into effect from July 2015. Statutory guidance on the duty is available at <https://www.gov.uk/government/publications/prevent-duty-guidance>. DfE will in due course amend the EYFS to reference providers' responsibilities in the light of the Prevent duty.

To help demonstrate what this means in practice, we have worked up the following examples based on what is in the statutory guidance. They are just that – examples - and not exhaustive, but hopefully useful to you. We have shared these with DfE who agree they are helpful examples.

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its

consequences, and learn to distinguish right from wrong.

- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

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

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- 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.
- Staffs 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.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Safeguarding Policy

Whiteshill Playgroup places at the cornerstone of its work that a child's wellbeing is paramount. All staff attends safeguarding training and this is updated when necessary.

Whiteshill Playgroup designated lead - Staff

Emma Jones - Play leader – Telephone 07880733623

Deputy Safeguarding Staff- Kim Warrington Manley

Whiteshill Playgroup designated safeguarding – Committee

Clare Francis – Chairlady – Telephone 07581332580

Recruiting Staff, Volunteers and Managing Visitors in our Setting

All staff, committee, members and parents are aware of and have read our safeguarding children policy.

We provide adequate and appropriate staffing resources to meet the needs of children.

Candidates are informed of the need to carry out enhanced Disclosure and Barring Service checks before posts can be confirmed.

Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

We abide by Ofsted requirements in respect of references and DBS checks for staff to ensure that no unsuitable person works at our setting. We would always obtain two references before we interview an applicant. Two members of our committee have undertaken safer recruitment training.

Volunteers do not work unsupervised.

We have procedures for recording the details of visitors to the setting.

Children are never left unsupervised; we take appropriate security measures to ensure no unauthorised person has unsupervised access to the children.

Visitors and staff are asked to place their mobile phones and any recording device in the designated basket. They are advised that they are not to photograph or video any children in the setting.

Playgroup staff will photograph children, using playgroup's digital camera, or their allocated tapestry phones, to record their participation in events organised by us. (See mobile phone, IT and E safety policies)

Parents sign their consent for playgroup staff to take photographs of their child and display them in the setting and on the playgroup website,

Staff and committee members sign an annual declaration for on-going suitability to work with children and are aware that any incident that may affect their suitability to work with children is declared immediately.

If a member of staff is dismissed due to safeguarding concerns then the playgroup committee would advise the Disclosure and Barring Service. We understand that failure to do so is a criminal offence.

Child Protection Issues

Whiteshill Playgroup will respond promptly and appropriately to all incidents or concerns of abuse that may occur and will work with the appropriate agencies.

We acknowledge that abuse of children can take different forms, physical, emotional, sexual exploitation, bullying, racist, disability, gender based violence, radicalisation, substance abuse, domestic violence, female genital mutilation, poor parenting and neglect.

If a child is suffering from one of the above forms of abuse this may be demonstrated through the things they say, changes in appearance, their behaviour or their play.

If this became apparent then a member of staff would make a dated record of the details of the concern and discuss with the designated safeguarding lead.

We would take care not to influence the outcome either through the way we speak to children or by asking questions of children. Information would be written down as soon as possible to prevent mistakes with remembering the exact language used and the whole conversation.

When a child makes comments that give cause for concern the member of staff will

- Listen to the child, offer reassurance.
- Not question the child.
- No promise of confidentiality would be made.
- Make a written record of the disclosure, to include the date and time of the observation.

To include the exact words spoken, name of person who concern was reported to and the names of any other person present at the time.

This information would be placed in a separate confidential file.

Parents would be informed. The Designated Safeguarding Lead would discuss concerns with parents/carers of the child and explain what steps they will take next (only if this does not put the child at further risk).

To protect a child who may be a child in need, on a child protection plan or is a looked after child/child in care, a plan would be written with the parent/carer and any professional working with the child. It would detail any action to be taken specifically for this individual. A looked after child may have already experienced some form of abuse

We would follow the correct child protection process. A copy of the guidance procedures for referrals are on display on our information board and copies are also held in our policy files.

Whiteshill Playgroup would refer any concerns to the Gloucestershire Safeguarding Children's Partnership.

Children's Front Desk - MASH- Telephone 01452 426565

Children's Front Desk out of hours Emergency Duty Team 01452 614194

If the concerns are non-urgent - Community Social Work Team 01452 426263

Complete all referrals to MASH via the online portal

We would notify Ofsted of any incident we consider is affecting the wellbeing of a child.

We would continue to welcome the child and their family whilst investigations are being made in relation to any alleged abuse.

If a child goes missing whilst in our care then staff would follow the procedures in our lost child policy.

Non Attendance

Please see our Attendance Policy. Checking on why a child is absent - ensuring child is safe. We are aware that attendance is not statutory but that non attendance could be an indicator of other concerns.

Parents are asked to let us know in advance if they are planning a holiday during term time so that this may be recorded in our register. Parents are asked to inform us if their child is sick or cannot attend before 9 30 that day. If we have not heard from a parent by 9 30 Playgroup staff will call to establish why their child is absent. If no contact was made we would telephone the two other contacts on the child's application form. A parent may simply have forgotten to inform us of a holiday. However, if no contact can be made and staff had concerns we would telephone GSCB and OFSTED for advice. Lack of contact and communication may possibly be an indicator of abuse or that child is in risk of harm.

Any injuries or accidents that have occurred at home will be recorded on our Record Of Injuries At Home sheet and a body map completed.

Escalation Procedure

Where the designated safeguarding lead feels that the social care team did not address their concerns for the child they will refer to the Escalation Procedure and contact GSCB on 01452 583629. A copy of the Gloucestershire Safeguarding Children Partnership Escalation Policy is held in our Safeguarding File. The safety of children is the paramount consideration in any professional disagreement and issues should be addressed with due consideration to the risks that might exist for the child.

Allegations Against Staff/Whistle Blowing

All parents are informed about complaint procedures and this would include behaviour of staff or an allegation of abuse.

A copy of the Summary of Allegations Management Procedures is on display on our information board and a copy is placed in our policy files for parents to read.

Whiteshill Playgroup has an Allegations or Concern About The Behaviour of a Member of Staff form to be completed in any such event.

After a detailed written record of the circumstances and nature surrounding the concern had been written then the Local Authority Designated Officer (LADO) would be contacted on 01452 426994.

We would follow any advice given by the LADO and complete any action required.

We would co-operate with any investigation carried out by children's social care. Where the committee and social care agree it is appropriate to suspend a member of staff for the duration of an investigation, this would not be an indication of an incident had taken place but to protect the staff as well as the children and families throughout the process. Ofsted would be informed of any such incident.

The Disclosure and Barring Service would be informed if a member of staff/committee has been dismissed due to safeguarding concerns.

Details of allegations, that were later proved to be malicious/untrue, would be removed from personnel records. (Also see our Whistle Blowing Policy).

Female Genital Mutilation

All staff members have completed FGM training and have a good understanding of safeguarding against FGM. A copy of the Department of Health Female Genital Mutilation Risk and Safeguarding guidance is held in our Safeguarding file. We would contact the GSCB and if necessary we have The Department For Education dedicated FGM helpline number 020 7340 7264.

Prevent Duty & Promoting British Values

All members of Whiteshill Playgroup staff have completed Prevent Duty training and have disseminated to the other members of staff. We acknowledge that we must have due regard to the need to prevent people from being drawn into terrorism - 'the prevent duty'. We aim to build resilience to radicalisation in our early years setting by promoting fundamental British values, promoting Personal Social & Emotional development that the children build confidence and self esteem and Understanding Of The World development so that the children have an understanding of different cultures and beliefs. A copy of the Prevent Duty Guidance from the Department of Education is held in our Safeguarding File. British Values posters are displayed in our setting and copies of this poster are held in our policy files for parents to read. British Values guidance is also held in our Safeguarding File. We promote democracy and our children have choices for activities and are involved in decision making eg. our various rules for activities. Any racist comments would be recorded on our Racist Incident sheets held in our Incident Book.

Early Help

Whiteshill Playgroup will ensure that they provide support to any potentially vulnerable children and their families. All staff are aware of Early Help advice, guidance and support. Stroud Early Help contact - 01452 328130 stroudearlyhelp@gloucestershire.gov.uk. We appreciate that families may experience difficulties at some time and would use Targeted Support to help them with the problems they are going through. Targeted Support is the help of services to a family including Families First, Triple P Positive Parenting Program and Family Group Conferencing.

Help can be provided for families for health and wellbeing, stress, depression, advice for eating, drinking and drugs, relationships, behaviour, education, parenting advice and support, relationship breakdown, bereavement, abuse, unemployment, housing and crime.

That we can provide Early Help information is on our website.

Staff are fully aware of Guidances:
Working Together To Safeguard Children
Keeping Children Safe In Education
Guidance For Safer Working Practice

Keeping Children Safe In Education -

Safeguarding information for all staff, the management of safeguarding, safer recruitment, allegations management, role of designated safeguarding lead, online safety, disclosure and barring service checks,

Encompass

All staff are aware of the Gloucestershire Encompass initiative. Early Years Settings, the Police and Gloucestershire County Council information sharing regarding Domestic Abuse.

The aim of encompass is to identify who is at risk of domestic violence, be aware of the signs of abuse and consider the impact of Domestic Abuse on children.

If an incident occurs involving one of our settings' children then the Police will send an email to the Designated Safeguarding Lead informing them. This will enable Whiteshill Playgroup to fully support the child, understanding how they might react and make things as normal for the child as possible, helping them to feel safe and talk about their feelings. Please see the Encompass Process Flowchart.

Training

We promote awareness of child abuse issues through training. All Whiteshill Playgroup staff undertake regular safeguarding training to ensure that they are able to recognise the signs of possible abuse. All staff know the procedures if they have concerns that a child is being abused. A copy of 'What to do if you're worried a child is being abused' is held in our Safeguarding File.

We promote personal, social and emotional development with all of the children so that they may grow to be strong, resilient and listened to and they develop an understanding of why and how to keep safe. We have talks about talking to strangers, respecting others, acknowledging feelings etc. All these aspects are carried out in a way that is developmentally age appropriate.

Staff would take guidance from 'Keeping Children Safe In Education' information from the Department of Education, the 'Guidance for Safer Working Practice For Adults Who Work With Children and Young People' and 'Working Together To Safeguard Children'.

All staff are aware of the Information Sharing Document July 2018.

Whiteshill Playgroup staff attend an annual Safeguarding Review Meeting to discuss new information and ensure all members of staff are aware of the correct procedures.

Safeguarding policy

Special Guardianship—

The special guardianship guidance is for Local Authorities, however, has some useful information regarding looked after children.

A special guardianship order is an order appointing one or more individuals to be a child's 'Special Guardian'. It is a private law order made under the Children Act 1989 and is intended for those children who cannot live with their birth parents and who would benefit from a legally secure placement.

(It is a legal status for children that offers greater security than long term fostering but without the absolute severance from the birth family that comes from an adoption order.

Kinship Care—We would support both the child and the family member giving the care. We would give them information for organisations who could help them ie. Grandparents Plus and The Family Rights Group. We would help them gain information regarding child benefit etc.

Family and friends care (often known as kinship care).

You are known as a family and friends carer if you're a grandparent, aunt, uncle, brother, sister or family friend looking after a child who can't be cared for by their birth parent/parents.

Allegations Management



Concern about a member of staff or a volunteer working with children

If a professional receives an allegation or has a concern about the behaviour of a member of staff working or volunteering with children and that concern could amount to:

- a. a member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child, or
- b. possibly committed a criminal offence against or related to a child, or
- c. behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children.

Then that professional should:



Report their concerns

Report the concern to the most senior person not implicated in the allegation.



Completion of written record

Complete a written record of the nature and circumstances surrounding the concern, including any previous concerns help. Include where the concern came from and brief details only.



Seek advice before proceeding – Initial Discussion

Always contact the Local Authority Designated Officer (LADO) for advice prior to investigating the allegation. This is because it might meet the criminal threshold and so your investigation could interfere with a Police or Social Care investigation.

Local Authority Designated Officer (LADO) – Tel: 01452 426994

The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues.



Allegations Management Process

If, after your Initial Discussion with the LADO, it is agreed that the allegation meets the criteria, a multi-agency meeting will be convened and you will be invited. This might result in a criminal investigation, a Social Care investigation and/or an investigation to inform whether disciplinary action is required.

If it is agreed that the allegation does not meet the criteria, the LADO will record the Initial Discussion and send it to you for your records. Any further action will be taken within your setting if necessary.



Further action

Further meetings might be required and these will be convened by the LADO, with your input at all times. Further information on the Allegations Management process can be found in the Government Document: Working Together to Safeguard Children 2015 and the South West Procedures.

http://www.proceduresonline.com/swcpp/gloucestershire/p_alleg_against_staff.html

Child Protection Conference Process



A Request for a Child Protection Conference has been made

The Strategy Discussion convened by the Social Care Team will decide if a child is judged to be at continued risk. The Child Protection Conference Team must be informed immediately if this is the case.



Initial Child Protection Conference

The multi-agency conference includes all professionals who are involved with the family and the children and young people themselves. Together it is decided whether a Child Protection Plan should be put in place.



No Child Protection Plan

The Child Protection Conference agrees that no Child Protection Plan is required but it may be that Section 17 services are required.



Child Protection Plan

The Child Protection Conference agrees that a Child Protection Plan is required.



Core Group

The Core Group meets after the Conference to follow through the Child Protection Plan lead by the child's Key Worker.



Review Child Protection Conference

Within three months of Initial Conference the Child Protection Conference Team convene this to review the progress of the CP Plan and decides whether to either:

To end the Child Protection Plan

This maybe that:

- the child protection issues are resolved,
- services maybe required under Section 17 or
- the child is protected through other procedures (looked after children)

so the CP Plan is no longer required.

OR

To continue with a Child Protection Plan

The Child Protection Conference agrees that a Child Protection Plan continues to be required as there is suspected actual harm or likely significant harm.

The plan would then be reviewed every six months at a Review Child Protection Conference.

Child Protection Process



Professional has concerns

If a Professional has a concern about the well being of a child (or unborn baby), then follow the General Procedures provided.



Consultation with supervisor

Professional discusses concerns with supervisor or Designated Safeguarding Lead to decide next steps



Discussion with parents

Professional discusses concerns with parents/carers of the child and explains what steps they will take next (if this does not put the child at further risk or affect a police investigation)



The Front Door

Where there are urgent concerns, professional contacts The Front Door on 01452 426565 (option 1)



Seeking advice from Children's Social Care

Professional can contact the Children's Practitioner Advice Line on 01452 426565 (option 3) to discuss their concerns with a qualified social worker and receive advice about whether a referral is appropriate or whether there are alternative ways of addressing their concerns.



Making a Request for Service to Children's Social Care

Unless there are urgent concerns, professional completes a Multi Agency Service Request Form. This is passed on to a social work team and the caller will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a social work team straight away). The social work team will discuss whether the referral is appropriate and what action can/will be taken.

Referrals to Social Care



Professional has made a referral to social care



Confirm in writing

If due to urgent concerns, a MARF was not completed at the time of the initial contact, then the referral must be followed up in writing within 48 hours
Childrenshelpdesk@gloucestershire.gov.uk
Children & Families Help Desk, Block 4, 5th Floor, Shire Hall, Glos.
GL1 2TG



Assessment

If accepted the referral will lead to an Assessment being commenced to determine whether there is suspected actual harm or likely significant harm.



Strategy Discussion

The Strategy Discussion is convened by the appropriate Referral and Assessment team where there is suspected actual harm or likely significant harm (within 5 working days).



Section 17

Child in need of services

Section 17 services are required when there are health or development concerns. These are determined through an assessment of need and are appropriate when the child is judged not to be at risk of significant harm or any previous concerns have been resolved.



Section 47

Child in need of protection

A Section 47 enquiry is required because it is judged there is suspected actual harm or likely significant harm to the child. An assessment is carried out and it may be decided that Child Protection Conference is required, which should then be held within 15 working days.



Outcome of Assessment

The Assessment may confirm child protection concerns in which case a Child Protection Conference should be held within 15 working days of the last strategy discussion.
(It may also determine that services are required under Section 17).

Appendix 2: Points to include in a Policy

Listed below are points that should be included in a Child Protection Policy for any setting. Schools/settings should use the points below to develop a policy including relevant staff, telephone numbers and contact details. The policy should go through the Governing Body and widely circulated to staff, pupils and parents.

Who it applies to and elements of our policy:

- Ensuring we practice safe recruitment in line with Government guidance by using at least one NCSL accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by referring to the Children's Helpdesk.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the Department for Children, Schools and Families to:

- Ensure we have a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role and is part of the settings senior leadership team.
- Ensure we have a nominated governor responsible for child protection who has received appropriate training.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role and have received a safeguarding induction within their first 7 days of employment.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school/setting and staff for child protection by setting out its obligations in the school prospectus.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child protection Plan (previously known as being on the child protection register.)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.

- Ensure that all staff have read and understood part 1 of Keeping Children Safe in Education.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

The Policy should also include the points below:

- The Government categories of abuse – descriptors.
- Allegations Management.
- Child Sexual Exploitation
- Gender identity and sexuality.
- Roles and Responsibilities of the DSL.
- The referral process including telephone numbers.
- Safer Recruitment – who is your settings accredited persons.
- Safer Working Practice.
- Whistle Blowing.
- Honour Based Violence – signs of.
- Forced Marriage.
- Female Genital Mutilation – signs of.
- Anti-Bullying including cyberbullying.
- Domestic violence.
- Drugs.
- Fabricated and Induced Illness.
- Gangs and youth violence.
- Gender-based violence/violence against women and girls (VAWG).
- Mental health.
- Peer on Peer abuse
- Hate
- Private fostering.
- Radicalisation.
- Sexting.
- Teenage relationship abuse.
- Trafficking.
- MAPPA.
- MARAC.
- Medication.

Annex to Child Protection Policy

COVID-19 changes to our Child Protection Policy

December 2020

Response to COVID-19

There have been significant changes within our setting in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.

Despite the changes, playgroup's Child Protection Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.**

This annex sets out some of the adjustments we are making in line with the changed arrangements in playgroup and following advice from government and local agencies.

Reporting arrangements

Playgroup arrangements continue in line with our child protection policy.

The Designated Safeguarding Lead is:

The Deputy DSL/s (Kim Warrington Manley)
(07974 209575)

The playgroup's approach ensures the DSL or a deputy is always contactable while playgroup is open. All staff have with details for DSL's during playgroup closure and should report any concerns in line with the current policy. This will (insert how information is flagged to DSL/ DDSL's). *A member of SLT will be on site at all times while school closures are in operation.*

Staff will continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child,

whether in playgroup or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting the Multi-Agency Safeguarding Hub (MASH) are:
01452 426565 or by email
childrenshelpdesk@gloucestershire.gov.uk

Further details can be found at [Gloucestershire Safeguarding Children Executive](#)

Should a child in playgroup's view be at risk of significant harm and local agencies are not able to respond, we will immediately follow the safeguarding children executive escalation procedure, available here:

[Gloucestershire Safeguarding Children Executive](#)

Identifying vulnerability

Schools and playgroups relationships with the community mean we have identified children who may be classed as 'vulnerable'

When and if necessary we put in place specific arrangements in respect of the following groups:

- Children in Care – individual agreements with carers and Social Worker, mostly involving fortnightly contact
- Children who have previously been Children in Care – individual agreements with carers and SW, mostly involving fortnightly contact
- Children subject to a child protection plan/ Child in Need plan – places offered, if not taken this must be agreed by Social Worker and family. Visits will be undertaken 3 times weekly (to be agreed with Social Worker as to who will undertake these visits).
- Children with an EHCP – Individual Risk Assessments undertaken and consultations held with parents/carers, SLT and SENCO.
- Children on the edge of social care involvement or pending allocation of a social worker – Where required these children will be offered a place at school or individual contact plans will be agreed

Other children the playgroup considers vulnerable. More children may be added to this group in response to concerns raised with the DSL. Contact arrangements will be agreed with parents/carers, SLT and DSL.

Where appropriate playgroup will liaise with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Children in Care and those who have previously been Children in Care.

In addition, the following groups have specific arrangements around contact and support from playgroup.

- Children of critical workers who may attend school if no safe alternative arrangements can be made.
- Children at home – work packs sent home with regular updates provided by (insert how this is being doing i.e website and Facebook page).

The plans in respect of each child in these groups will be reviewed regularly.

Attendance

The playgroup is following the attendance guidance issued by government. Where a child is expected and does not arrive playgroup will follow our attendance procedure and make contact with the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent but if necessary arrange a home visit by playgroup or another appropriate agency. A risk assessment will be undertaken to consider manage the implications of COVID-19 alongside other risks perceived to the child. The risk of COVID-19 **does not override** the duty on the playgroup to ensure children and young people are safe.

If we are closed these arrangements will only be in place for children who have enrolled and are eligible for Emergency Childcare. For all other children we are closed.

Staff will be aware of increased risk

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns.

Incidences of Domestic Abuse are expected to significantly increase during the period of isolation as perpetrators will use this time as a “tool of coercive and controlling behaviour”, and victims and their children are consistently more vulnerable during periods of societal stress see government guidance. Operation Encompass will continue as normal with notifications being sent to our email address : For further information please contact Halah Shams El-Din on 01452 328953 or by email halah.shamsel-din@gloucestershire.gov.uk

Risk online

Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children were learning at playgroup.

- Playgroup continues to ensure appropriate filters and monitors are in place
- Our committee will review arrangements to ensure they remain appropriate
- We have taken on board guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium.
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of playgroup’s code of conduct and importance of using school systems to communicate with children and their families.

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [South West Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

Allegations or concerns about staff

With such different arrangements, young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged and can be found at [The role of the LADO and the allegations management process - Safeguarding Children in Gloucestershire](#)

If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address

Misconduct.Teacher@education.gov.uk .

New staff or volunteers

New parents read our policies when starting or on their first morning with the DSL or a deputy. They must read playgroup's child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct. The DSL or deputy will ensure they know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers,
- they have read Part I and Annex A of Keeping Children Safe in Education, and
- where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a written risk assessment (see flowchart on Page 40 of KCSiE 2019) to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

Our child protection procedures hold strong:

- Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the children.

- When undertaking ID checks on documents for the DBS it is reasonable to initially check these documents online through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.

If necessary we will update the Single Central Record of all staff and volunteers working in playgroup, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by SLT of who is working in the school each day.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

This policy has been remotely approved by our committee in December 2020 and a copy is held in our policy file.

Whiteshill Playgroup continues to have a designated child protection lead

Maren Smith

Our lead is not working from home or furloughed. She is still able to provide support when needed. All members of staff know who the designated lead is.

All Playgroup parents contacted through Coronavirus Lock Down and activities provided for the children to do at home. On return to Playgroup on 2nd June 20 all children observed and no safeguarding concerns raised. Parents of children who did not return were contacted by telephone.

Playgroup continued to maintain contact with and receive updates from the Foundation Years Team, The Committee, The staff, PATA and Gloucestershire County Council Safeguarding Team.

Please see attached some updates

The SENCO continued contact with Carers, social workers and Foundation Years Team with regard to two ECHP and this was achieved.

A detailed Coronavirus Risk Assessment has been written.

Using the IPAD and Laptop during playgroup hours continues to be adult led and monitored keeping our playgroup children safe online.

We appreciated that staying at home for a long period of time may have caused difficulties for some children and we planned a gradual return into the daily routine, sufficient staff and fewer activities to enable staff to spend time one to one. The group was split into two which made two smaller and quieter groups.

Settings should consider whether any review of their child protection arrangements is needed as a result of the coronavirus (COVID-19) pandemic. This could take the form of a coronavirus (COVID-19) annex and could include:

- how to identify and act on new safeguarding concerns about individual children as they return to childcare
- designated safeguarding lead (and deputy) arrangements
- any updated advice received from the local safeguarding partners
- any updated advice received from local authorities, for example, EHC plan risk assessment, attendance and keep-in-touch mechanisms
- working arrangements with children's social workers and the local authority virtual school head (VSH)
- what staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children
- how the updated policy links to the broader risk assessment to be conducted, described in annex A of the guidance for schools (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A>)

All staff and volunteers should be made aware of the new policy and be kept up to date as it is revised.

6.2 Changes to the role of the safeguarding lead

Settings must continue to have a practitioner designated to take lead responsibility for safeguarding. It is acceptable for the safeguarding lead not to be based on-site if this is not practical, for example, they may be working from home or be based at another setting, as long as they are still available to provide support, advice and guidance to staff. It is important that all childcare staff and volunteers have access to a designated safeguarding lead practitioner and know on any given day who that person is and how to speak to them.

6.3 Keeping children safe online

Settings should continue to consider what strategies they are using to keep children safe online during this period, including:

- checking apps, websites and search results before using them with children
- supervising children when accessing the internet

Further details can be found in safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners (<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners>).

This advice is also relevant for parents and carers.

6.4 Supporting children's mental health and wellbeing

Staying at home for a prolonged period and the change of routine may have caused difficulties for some children, such as changes in behaviour or mood.

Safeguarding Policy

Whiteshill Playgroup

GLOUCESTERSHIRE ENCOMPASS COMMITMENT

As part of Whiteshill Playgroup's commitment to keeping children safe we have signed up to implement the principles and aims of the **Gloucestershire Encompass Model**.

In signing up to Gloucestershire Encompass the Governing Body/Trustees/Management Committee and Senior Leadership Team:

- Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.



WHAT IS OPERATION ENCOMPASS?

Operation Encompass is a national operation that directly connects the Police with schools and early years settings to secure better outcomes for children who are subject or witness to police-attended incidents of domestic abuse. Provision of support within the school/early years environment means children are better safeguarded against the short-, medium- and long-term effects of domestic abuse.

Operation Encompass was initially set up as a charitable organisation in 2011. Since inception it has facilitated effective interventions to many thousands of children who've experienced domestic abuse.

Operation Encompass is a police and education early information sharing partnership enabling schools and early years settings to offer immediate support to children and young people experiencing domestic abuse. Information is shared by the police through our Education Researcher with the school/setting's trained Designated Safeguarding Lead (DSL) via Email on the morning of the next school day after officers have attended a domestic abuse incident, thus enabling appropriate support to be given, dependent upon the needs and wishes of the child.

The email will only inform the Designated Safeguarding Lead that the Police have attended an incident and will request that the school/setting is mindful of that in their care and responses to the child throughout the school day. The school/setting will not be informed about the specific details of the incident. The only exception would be when Gloucestershire County Council and Gloucestershire police deem the incident to be a child protection matter that requires further investigation. Information would then be shared with the school as part of Gloucestershire County Council's MASH enquiries and investigation, which is current practice and will not be changed by Operation Encompass.

Children experiencing domestic abuse or witnessing it happen in the home are negatively impacted by this exposure. Domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by facilitating immediate support, making a child's day better and giving them a better tomorrow.

Operation Encompass believes that children are victims of domestic abuse in their own right and should be acknowledged as such.

What Operation Encompass does

Operation Encompass provides an efficient, confidential channel of communication between police forces and Designated Safeguarding Leads (DSLs) within schools and early years settings through our Education Researcher. This enables the immediate and discrete recognition of the child's situation by the DSL, ensuring the provision of a secure, supportive and emotionally connected environment by the school/setting so that the wider effects of abuse are ameliorated.

Encompass ensures that all incidents of domestic abuse are shared with schools and early years settings, not just those where an offence can be identified.

Gloucestershire launched Operation Encompass to schools in March 2019.

The principles of Operation Encompass are very simple and easy to adopt. Within every school/setting a trained Key Adult is appointed – the Key Adult receives information about abusive incidents directly from the police. The Key Adult will be notified prior to the start of the next school day (or as early as feasibly possible) that the police have attended an incident of domestic abuse to which a child has been exposed. This timely knowledge enables a plan for appropriate support to be made for that child so that all interactions, from when the child first arrives at the school/settings gates, are of a positive nature.

The Key Adult must be a trained Designated or Deputy Designated Safeguarding Lead and should attend a mandatory education led Operation Encompass briefing. They are then able to cascade this training to their committee, school governors, trustees and all staff, creating an awareness throughout their school/setting of Operation Encompass, how it mitigates the effects of domestic abuse, and its broader consequent benefits. They can also communicate the school/setting's Operation Encompass participation to the broader school/setting community and stakeholders, for example by placing information on the school/setting's website, in its prospectus and by sending the joint police/school letter to parents. In order to ensure that information is received and acted upon as quickly as possible, all Email notifications will be sent to a dedicated Email account `encompass@(name of setting)` for schools and a restricted access email address for Early Years. We expect in a school setting for at least 3 members of senior staff to be copied into the notification (via email diverts). This is to ensure that there is always at least one member of staff on site during term time who is aware of the notification, and we would expect something similar in an Early Years setting.

Operation Encompass is an integral component in child safeguarding and protection policies and, as such, should also be cited in the settings safeguarding policy.

Participation in Operation Encompass mandates a secure record-keeping trail, which may be electronic or paper based. Within Operation Encompass all records should be managed and stored with the same highest level of confidentiality and security as other safeguarding and child protection records and in full accordance with GDPR, i.e. they should be stored in the child's separate safeguarding file.

Operation Encompass - how the police participate

Operation Encompass provides a set of simple and effective procedures which together enable Gloucestershire police to communicate efficiently and effectively with the schools/settings attended by children who have been exposed to domestic abuse or other forms of adverse childhood experience. Early intervention and the provision of appropriate support in these events has a significant positive effect on affected children. It helps minimise the long-term effects and promotes positive outcomes for the child, the wider family and the community at large. Operation Encompass provides a proven and easily understood framework in which these incidents can be consistently and appropriately addressed and recorded.

Operation Encompass is vital to ensuring the true partnership required to safeguard these children, ensuring that police and schools/settings deliver the necessary support at the right time. This is in the hours immediately after exposure to the incident and that information must be available in schools at the right time in order to help children and young people overcome the traumatic events they have been exposed to.

ACCEPTABLE USE POLICY

Whiteshill Playgroup's acceptable use policy will aim to Safeguard young children by promoting appropriate and acceptable use of information and communication technology.

This Acceptable Use policy incorporates our three policies—

Camera Mobile Phone E Safety

Camera Policy

Please refer to our separate camera policy.—this policy links to our Safeguarding Policy, E Safety, Whistleblowing and disciplinary policy.

At Whiteshill Playgroup we recognize that photographs taken for the purpose of recording a child's progress is an effective way for staff to record a child's development. We are aware that it is essential that photographs are taken and stored appropriately to safeguard the children in our setting. Staff, parents and students are to follow our policy at all times and not bring cameras into our playgroup. All are aware that camera mobile phones are NEVER to be used to take photographs in or out of the setting . Exceptions such as the Christmas Party may occur, however, only when written permission of all parents has been obtained. Failure by staff to adhere to the contents of this policy will lead to disciplinary procedures being followed and may lead to termination of employment.

Mobile Phone Policy

Please refer to our separate mobile phone policy.

At Whiteshill Playgroup we believe that keeping our children safe is of paramount importance. We seek to ensure that everyone in the setting is safeguarded against allegations. Staff, visitors, parents etc. are asked to switch off their mobile phones and to keep them in their bag turned off or place them in the designated mobile phone basket, which is out of children's reach. Staff, students, parents etc will NEVER use their mobile phones to take photographs of the children in our setting.

E Safety Policy

Please refer to our separate E Safety Policy.

At our playgroup we recognize that the internet should be considered part of everyday life. Knowledge of ICT is considered an essential life skill. We promote developmentally appropriate access to computers and the internet. Staff will always manage the use of the internet and our preschool children will NEVER be left alone on the ipad etc. Our designated Safeguarding lead will be responsible for online safety. No playgroup email account may be accessed via a phone or small handheld device as this could put the playgroup in jeopardy if the phone is lost or stolen.

E-SAFETY POLICY

E-Safety concerns safeguarding children, young people and staff in the digital world.

Education on risk and responsibility is part of the duty of care that applies to everyone working with children.

Playgroup recognises that many employees, parents and carers use the Internet for personal purposes and may participate in social networking on websites, or the setting up of 'blogs' on the internet. Whilst employees, parents and carers are free to use the internet in this way they must ensure that they do not

- Breach the law or disclose Whiteshill playgroup's confidential information
 - Defame the playgroup, its users or employees
 - Disclose personal data or information about any individual that may constitute a breach of the General Data Protection Regulations (GDPR)
- Whiteshill playgroup's Confidentiality policy

The Internet is a fast moving technology and it is impossible to cover all circumstances. However, the principles set out in this policy should always be followed.

All staff need to understand the significance of E-safety which highlights the importance of safeguarding children and keeping them safe which is of paramount importance. E-safety reflects the importance it places on the safe use of information systems and electronic communications.

Social Networking Sites

The open nature of these sites means it is possible for third parties to access information. It is not appropriate to share without permission work related information whether written or pictorial in this way. This information includes photographs, videos or comments. Adherence must be made to Whiteshill Playgroup's Confidentiality policy and our Mobile phone, Camera and recording devices policy and child protection policy and our Data privacy notices and consent for collection and processing of personal Data.

Under no circumstances should comment be made about Playgroup staff, committee or parents on the Internet. For staff this could result in disciplinary action being taken. If staff wish to raise concerns about the playgroup they

should follow the Whistle blowing policy, whilst parents should follow the correct complaints procedure as detailed within these policy documents.

The Playgroup has their own Facebook page but this is completely locked only allowing parents to join on request & as soon as a child leaves playgroup that parent is removed from the site. Our Facebook page is only used for notifications to parents, reminders of upcoming events, copies of newsletters etc. no photos are held on our page.

Websites and Blogs

Playgroup does not encourage employees to write about their work in any way. If individuals choose to do so they should follow the guidelines below

No information must be disclosed that is confidential to the playgroup

If individuals choose to write about their work or experience of playgroup without naming the group it may still be possible for people to work out the identity of those involved

It is not acceptable to use a weblog as a forum for criticism. Employees with complaints should use the playgroups whistle blowing policy or grievance procedure, and parents/carers should refer to the complaints procedure. Staff must have regard at all times to the requirements of GDPR compliance. The use of photos and the content of the playgroup's own website are strictly monitored to ensure compliance with the GDPR regulations. Written permission is obtained for any photographs (children or staff) that are displayed on the website.

Disciplinary Action

If necessary, action will be taken against any employee, parent or carer who is found to have breached this policy. Employees should also refer to the disciplinary policy.

3.51 Personal use of the internet

Whiteshill playgroup does not allow personal use of the internet during session times. Please see our ICT policy.

Cross reference with Safeguarding policy, ICT policy & Mobile Phone, Camera & recording device policy

Annex C: Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Education

Opportunities to teach safeguarding, including online safety, are discussed at paragraph 88-90. Resources that could support schools and colleges include:

- [Be Internet Legends](#) developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- [Disrespectnobody](#) is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- [Education for a connected world framework](#) from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
- [PSHE association](#) provides guidance to schools on developing their PSHE curriculum
- [Teaching online safety in school](#) is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements

Guidance for Early Years Providers: Social media and dealing with the media

Sharing information on social media and with parents

Anything you share on social media or with parents via letter/text/email/in person should be considered to be in the public domain and therefore could potentially be used in other ways to and shared with a wider audience than you had planned.

When sharing information about your provision, you need to think about whom else might see the content and consider what issues/comments/questions might come up and how you would respond to them.

If you are not happy with this information being known by the general public, you need to think about sharing it in a different way.

Social media top tips

Some do's and don'ts

- Do think before you message! Do not say anything that you would not be prepared to discuss face to face with anyone – social media is like a public record, a digital footprint, of everything you say – even if you later delete a post
- Do think about the content you are sharing – can it be seen as negative? Could it be misinterpreted? If you share it, it may have a negative impact. Think about what your audience might think if they saw it.
- Do update your social media regularly – if it becomes redundant, it is better to close it rather than appear unresponsive, or uninterested
- Do refrain from publishing anything which you have received in confidence
- Do include photos, videos or links to website information to help you make your points
- Do try to have fun! Social media is a new and exciting way to communicate with your audience!
- Don't re-tweet/share anything you don't know to be true
- Don't post comments in haste – particularly when you are feeling angry, or have been drinking alcohol or your judgement might otherwise be impaired
- Don't disclose confidential information about people or the Early Years Provision
- Don't bully or intimidate others –repeated negative comments about or to individuals could be interpreted as bullying or intimidation

Dealing with the media

You may find that you receive media enquiries about something you have said on social media, your website or to a parent. If you receive a media enquiry, they will ask you to respond via a comment or an interview.

It is always helpful if the when receiving a call/enquiry to take some details and advise the reporter they will get someone to call them back. This means the Childminder/Early Years Manager, Chair of Governors/Committee or other key figures aren't put on the spot when responding.

Receiving an enquiry

When you receive an enquiry, you need to get as much information from the journalist as you can. Information to ask for:

- Take the reporter's name, telephone number, email address and who they work for
- Ask for details of their enquiry – you need to know as much as possible.
- **Who's** involved in the story – has someone complained/complimented the Early Years Provision
- **Why** they're complaining/complimenting

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- **What** they're saying
- **When** – what's their deadline or the interview time they want
- **How – print** – how are they planning on writing this, is this factual story about the school or is it a negative piece derived from a complaint? This will depend on the type of response you give
- **How – broadcast** - is it live or pre-record, will there be other guests interviewed, if so, is it head to head or individual?

It is really important that you do not give out any confidential or personal details to a journalist or anything you wish to keep out of public domain. If they are asking you difficult questions which you cannot answer, tell them you are unable to answer. If they persist, take down their details and seek advice.

ICT POLICY

The use of age appropriate technology is an expected part of the Early Years foundation stage. In the EYFS statutory framework the following is written; 'by the end of the EYFS, children should 'recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (EYFS)

However, a number of guidelines need to be followed to ensure the safe and effective use of ICT equipment by children and staff within the setting.

The aim of using ICT equipment within Whiteshill playgroup can be summarised as

To enable all children to:

- Build on their experiences from home · Develop practical skills needed to access ICT · Enjoy ICT and use it with confidence · Understand that equipment needs to be handled with care and respect

To ensure all children can:

- Listen to and understand instructions · Use ICT as a tool for collaborative decision making and conversation · Problem solve and think logically to complete tasks

To enable staff to:

- Improve teaching and access resources to promote children's learning

We will achieve our aims through:

Ensuring all children have regular access to equipment that is of recent specification in order to improve the quality of learning

Provide software that is linked to current areas of learning

Ensure access to software that may be beneficial to children with SEN, seeking appropriate advice if necessary

Provide adult support to enable children gain the maximum benefit from ICT equipment ·

Provide staff with any necessary training to enable them to use equipment effectively and confidently

Safe use of the internet

- Staff, parents and children need to develop good practice in using the internet as a resource for teaching and learning
- Whiteshill playgroup will work with the internet provider service to ensure systems to protect children are in place and reviewed for safe use at all times

Children will be monitored and supervised appropriately at all times whilst using ICT equipment.

- Children at Whiteshill playgroup will not be allowed to access the internet unless this is under direct one to one supervision of a member of staff, for example to look at further information about a topic of interest and written parental permission has been given
- Any initial search of the internet will be carried out by a member of staff to ensure all content viewed is of a suitable nature
- Checks will be made to ensure the filtering methods in place are effective

Health and Safety issues

- The height of the computer will be checked to monitor that no strain is put on children's backs, neck or arms
- The computer will be situated where there is a good circulation of air
- No liquids will be taken near ICT equipment
- Only one child to hold the mouse at a time
- Access to screens is always in a visible area
- Equipment will be cleaned on a regular basis with anti-bacterial cleanser to prevent cross contamination

For camera, mobile phone and recording devices policy see Mobile phone policy For Personal Websites, weblogs and social networking sites see E Safety policy.

Whiteshill Playgroup Camera, mobile phone and recording devices policy.

We operate a camera, mobile phone and recording devices policy to protect children, protect staff and volunteers from allegations and maintain high standards of care within the playgroup. All aspects of this policy will aim to comply with the General Data Protection Regulations (GDPR) effective since May 2018

- The use of personal cameras, mobile phones and recording devices is not allowed by Staff members, volunteers or students whilst on duty and when in contact with the children.
 - All mobiles or other equipment should be kept in the playgroup kitchen during the session. Phones may be left switched on for emergency calls.
 - If a staff member's phone rings during the session they must inform another member of staff that they need to answer the phone.
 - Staff and volunteers should ensure that the playgroup number is given to family/schools etc as an emergency contact number rather than relying on their mobiles whilst at work or on duty. The Playgroup phone can also be used by staff, volunteers or students if they have to make any emergency calls. 30
 - Staff members, volunteers and students may access their personal devices outside the session times and away from any children
 - Children will only be photographed or recorded using equipment belonging to the playgroup and after written parental consent has been obtained. The only exception to this rule is for photographs and recordings of the playgroup end of term shows. Parents are able to take photographs and make their own recordings of the shows on the understanding this is for their own use only. The playgroup does not allow photos or recordings of the children taken on playgroup premises to be displayed on social networking sites, or other information sharing sites without written consent from Parents/Guardians. Any breach of this arrangement will be investigated and dealt with appropriately.
 - The Playgroup's Tapestry phones will be stored in a locked cupboard at the end of the session, and photographs regularly printed then deleted from the memory card.
 - Photos will only be used on the playgroup website or social media page with written permission and no child will be named. Permission will also be sought for photos to be used in any promotional material or newspapers • Under no circumstances should cameras or other recording devices be taken into the toilet area
 - We will be sensitive to any cultural issues of which we need to be aware when taking photographs of children from different ethnic groups.
 - Any member of staff who does not comply with the 'camera, mobile phone and recording devices policy' will be dealt with in line with the playgroups grievance and disciplinary procedures • Any parent, carer or volunteer who consciously does not comply with this policy or continues to do so once challenged will have their child removed from playgroup and further action may be taken if appropriate.
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Children In Care Policy

Designated Member Of Staff For Children In Care (Looked after children)

Kim Warrington-Manley

At Whiteshill playgroup we are committed to providing quality care based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable children in care to achieve and reach their full potential. We operate a key person system in our group, enjoy activities in small groups and take time to reassure, give support and help children to settle.

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

An IEP may be needed to identify the child's individual needs and the support they may require.

We will maintain and respect the child's confidentiality wherever possible and will ensure staff awareness of and sensitivity to any difficulties.

Child's abilities and age of development will be monitored and support will be targeted appropriately with next steps.

Please see our Safeguarding Policy.

At Whiteshill Playgroup we place emphasis on promoting children's rights to be strong, resilient and listened to. We aim to promote secure attachments in children's lives as the basis for their resilience. These aspects of well being underpin the child's ability to learn. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

When we have a Child In Care in our setting we will inform The Virtual School on 01452 328371.

The Virtual School is a team of teachers and education professionals who work to support the education of Gloucestershire Children In Care.

Children in Care policy continued.....

Special Guardianship—The special guardianship guidance is for Local Authorities, however, has some useful information regarding looked after children.

Kinship Care—Family and friends care (often known as kinship care). We would support both the child and the family member giving the care. We would give them information for organisations who could help them ie. Grandparents Plus and The Family Rights Group. We would help them gain information regarding child benefit etc.

Dropping off and Collection of Child Policy.

When dropping off to playgroup at the beginning of the session parents are asked to –

Encourage your child to place their name on self registration board.

Occasionally the child's own signing in book will be placed outside for the children to sign themselves in.

Please place your named fruit in to the trays provided.

If someone else is to collect your child from the session please inform a member of staff.

Children should be dropped off at the gate, a member of staff will be stood at the gate, to take any messages from you, and other staff will be positioned at the inner door to ensure they enter playgroup safely.

It is IMPORTANT that the gate is locked behind you.

Collecting your child at the end of their session.

Please ring the bell on the gate and a member of staff will bring your child out to you.

Collecting your child during a session

If you need to collect your child during their session inform a member of staff immediately, so the exact time can be written on the register.

Uncollected child policy.

Safeguarding children

Please arrange to collect your child promptly at 12 o'clock from a morning session or at 2.45-3 for a full day session. Children will only be allowed to leave the premises if accompanied by a known parent/carer or adult who has been authorised to collect the child. The person must be over the age of 16. If someone else is to collect your child it is important that this is verbally communicated to a member of staff who will add it to the register. If you know you will be unable to get to playgroup for the end of the session please contact playgroup on 07591240203 or the Play leader on 07591240203 and let us know the situation as soon as possible.

In the event of a child not being collected by an authorised adult the following procedure will be implemented:

The signing in sheet is checked for information about changes to the normal routine.

Every effort is made to contact parent/carers at home or at work.

If this is unsuccessful, the adults who are named by the parents to collect their child will be contacted.

All reasonable attempts are made to contact the parents/carers.

The child will stay at playgroup in the care of two fully qualified members of staff until the child is safely collected by either parents or social worker.

If the child has not been collected and it is not possible to contact named adults and the premises are closing we will apply the procedure set out in our child protection policy. The play leader may consider it necessary to contact The GSCB for advice on-
01452 426565

A full written report of the incident will be recorded. A copy of this incident would be kept in the child's file.

Depending on the circumstances Whiteshill Playgroup reserves the right to charge parents for additional hours worked by members of staff.

OFSTED WOULD BE INFORMED IF NO CONTACT WITH PARENYS COULD BE MADE

Lost Child Policy

In the Playgroup Setting:

The staff and committee at Whiteshill Playgroup take the matter of children's safety very seriously and the staff in particular are aware of group numbers at all times. In the event of a child going missing the following procedures are immediately put into place:

- All children will be gathered together and the register checked to make sure no other children are missing.
- The Playleader will carry out a thorough search of the building & outside area.
- Doors, windows and gates should be checked to make sure there has not been a breach of security.
- All spare staff will then be sent to search all obvious hiding places (often the child is hiding or has wandered off).
- If the child is still not found a wider search is mounted and the parent/carer will be alerted.
- If after this the child is still lost and upon consultation with the parent/carer, the police & Ofsted are notified.
- The playleader talks to the staff to find out when and where the child was last seen and records this.
- The playleader will contact the Chairperson and report the incident. The Chairperson & committee will carry out an investigation.
- A full report will be issued.

Outside the Playgroup Setting:

Whiteshill Playgroup has recently made the decision that, if available, all Playgroup children should wear uniform when on an outing or at an event. We feel that this helps with recognising the children at a glance and is a valuable aid in identifying children should they go missing. We will also issue each child on an outing with a badge detailing an emergency mobile contact number of a group member (usually the Playgroup Leader) so that if they should go missing and a member of the public were to find them, we can be contacted immediately. Please note we do not put individual children's names on these badges. Should a child go missing though, the following procedure would be immediately put into place:

- All remaining children will be gathered together for a headcount and to establish who is missing and where they were last seen.
- The children will then be kept together whilst the spare staff and adults mount a full search
- At this point extra help will be requested from the Venue's staff, and where applicable exits will be manned or sealed.
- Depending on the size of the Venue and after a full search, the parents/carers and Police will be alerted.

- All children will be returned to the setting and a member of staff preferably the playleader will stay at the venue to await the arrival of the Police and parents/carers.
- The Playleader will contact the Chairperson to report the incident. The chairperson, with the committee will carry out a full investigation.

The Investigation

- The Playleader together with the Chairperson or member of committee will speak with the parent/carer.
- The Chairperson and committee will carry out a full investigation taking full written statements from all staff
- The member of staff who first reported the child as lost will write a full report detailing: the date & time, which staff were responsible for the lost child, when the lost child was last seen, what was happening at the time of the incident, the length of time the child was missing for.
- A conclusion will be drawn as to how the breach of security happened.
- If the Police are involved in the incident, all staff will be interviewed and all investigations will be done by the Police. Children's social care may be involved if it seems that there is a child protection issue. Tel No 01452 426565
- The incident, if applicable, is reported under RIDDOR arrangement (see Reporting of Accidents and Incidents policy).
- If disciplinary action is taken, Ofsted will be informed.
- The Insurance company will be informed.

There may be concerns following a lost child incident where staff will be upset and worried for the child. The members of staff may be the target of parental anger, this will of course upset all of the staff. The Playleader and Chairperson must ensure that their staff are not only fairly treated but receive full support during this time.

When talking to the angry/upset parent there will be the Chair or member of the committee here at all times.

We will not forget the feeling of the other children at Playgroup as they may also be upset by the incident, we will be sensitive to them and answer any questions honestly.

Depending on the severity of the incident, staff may need counselling and support. The Chair and Playleader will use their discretion to decide what action will be taken.

Staff will not discuss any missing child incident with the press without speaking to the committee first.

Attendance Policy

Preschool is a time for building social, emotional and language skills for school readiness. Good attendance at Playgroup will ensure school readiness and helps the child's development and wellbeing.

At Whiteshill Playgroup we record the childrens attendance accurately to enable us to identify any potential problems and look for patterns of attendance. At the end of every Month an attendance sheet is reviewed and notes made for any actions needed. All staff are aware of possible signs that children who are missing might be at risk of abuse or neglect. We are aware that attendance is not statutory but that non attendance could be an indicator of other concerns.

Parents are asked to

Let us know in advance if they are planning a holiday during term time so that this may be recorded in the register. Fees remain payable during periods of absence.

Let us know if their child is sick or cannot attend for some reason before 9 30 that day.

If playgroup has not heard from a parent by 9 30 we will call them to establish why their child is absent.

If we cannot make contact with a parent we will ring the emergency contacts given on the child's application form.

If playgroup is concerned about the welfare of a child we will contact Social Services.

Our Designated Safeguarding Lead will be informed and they will investigate and liaise with outside agencies.

(Coronavirus) During the first lock down all parents were contacted and children given activities to do at home. Information and contact numbers for support were issued to all parents. Detailed risk assessment given to all parents. During second lockdown 100% attendance to no children at home to be checked on.

Whistle blowing policy and guidance

Whiteshill playgroup is committed to the highest possible standards of openness, honesty and accountability. In line with this commitment we encourage employees, volunteers and any others with serious concerns about any aspect of the setting to raise those concerns in the appropriate way. This whistle blowing policy is intended to encourage and enable employees and volunteers to raise concerns within the setting without fear of reprisal rather than overlooking a problem or taking the matter to others outside the setting.

If the concern or allegation is one of Child protection then the Whiteshill playgroup's Safeguarding & Child protection policy guidelines will be followed.

Staff have the right and individual responsibility to raise any matters of concern regarding poor practice at work. Staff are responsible for the safety and well being of all children attending the setting and this must take priority over loyalty towards colleagues.

The policy is intended to:

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Encourage and enable individuals to raise genuine and legitimate concerns
Support staff to take an active role in the elimination of poor practice
Ensure concerns are appropriately investigated
Protect those making the complaint from victimisation or retaliation.

Whiteshill playgroup has additional policies and procedures covering discipline, grievance and complaints. This policy is intended to complement these and cover concerns that fall outside the scope of the other policies and procedures

Confidentiality: The management/committee will try to protect a person's identity when a concern is raised, however in some circumstances identities will have to be revealed to the person complained against and the complainant may be asked to provide written or verbal evidence in support of their complaint. If a person's identity is to be disclosed they will be informed of this prior to the disclosure and the reasons for this. Having raised the concerns the management /committee expect the complainant not to talk about it to other people, inside or outside the setting.

Untrue allegations: If an allegation is made in good faith but is not confirmed by the investigation, no action will be taken against the complainant. If, however, an allegation proves to be malicious, disciplinary action may be taken against the person responsible for the malicious act.

HOW TO RAISE A CONCERN

In the first instance concerns should be raised with the Play leader. However, this may not always be appropriate in which case concerns should be raised with the chairperson or management committee. Concerns are best raised in writing. You are invited to set out the background and history of the concern giving names, dates and places where possible and the reasons for your concerns. The earlier you express your concerns the easier it is to take action. If you do not wish to put the allegations in writing the person to whom you are making the complaint will make a written record of the interview and will ask you to sign to confirm the accuracy of the notes taken.

Although you will not be expected to prove the truth about your allegations, you will be required to demonstrate that there are sufficient grounds for your concerns.

You should NOT:

- Investigate the matter yourself
- Alert those suspected of being involved
- Approach or accuse individuals
- Tell anyone other than the designated persons (Management/committee)

Within a week of the receipt of your concern you will receive a written acknowledgment of your concern, together with a copy of your statement where appropriate.

The management/committee will investigate your concern and within 2 weeks you will be informed of what action is taken and will be kept up to date on the progress of the investigation. If you are not satisfied with the outcome of the investigation you may elevate your concerns directly to the Gloucestershire Early Years Team Tel 01452 427224
earlyyearsteam@gloucestershire.gov.uk or to Ofsted Tel 0300 123 1231
www.ofsted.gov.uk

Disciplinary Action may be taken if it is found that a member of staff has failed to raise a concern that if known about may have had a significant impact on the effectiveness of safeguarding at Whiteshill Playgroup.

Complaints Policy

Whiteshill Playgroup believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our playgroup and will give prompt serious attention to any concerns about the running of playgroup. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate person. If this does not receive the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of playgroup to a satisfactory conclusion for all of the parties involved.

Procedures

Whiteshill Playgroup keep a record of all complaints that reach stage two (as detailed below) or beyond.

Making a complaint

Stage 1

Any parent who has a concern about an aspect of Whiteshill playgroup's should firstly talk then over with the Playgroup Leader.

We would expect most complaints to be resolved amicably and informally at this stage.

Stage 2

If you do not have a satisfactory outcome, or if the problem recurs, you will then move to this stage of the procedure by putting the concerns of complaints in writing to the Playleader & the Chairperson.

For parents who are not comfortable with making written complaints, there is a form available from playgroup for recording the complaint, the form can be completed with the Playleader or a committee member and signed by the parent.

Playgroup stores written complaints from parents in both the child's personal file and in our complaints file. However, if the complaint involves a detailed investigation, the Playleader may wish to store all information relating to the investigation in a separate file designated for this complaint.

When the investigation into the complaint is completed, the Playleader or Chairperson will meet with the parents to discuss the outcome within two weeks of the complaint being made.

When the complaint is resolved at this stage, the summative points are logged in the Complaints file.

Stage 3

If the parent is not satisfied with the outcome of the investigation, they can request a meeting with the Playleader & Chairperson. The parent should have a friend or partner present if required and the Playleader should have the support of the Chairperson present.

An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.

This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints file.

Stage 4

If at the stage three meeting the parent and playgroup cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.

Staff or volunteers within PATA or our Early Years Advisor are appropriate persons to be invited to act as mediators.

The mediator keeps all discussions confidential. They can hold separate meeting with playgroup personnel (Playleader & Chairperson) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice they give.

Stage 5

When the mediator has concluded their investigations, a final meeting between the Playleader, Chairperson & parent is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think that this will help a decision to be reached.

A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

Ofsted

Parents may approach Ofsted directly at any stage of this complaints procedure, also where there seems to be a possible breach of the setting's registration requirements. It is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.

The number to call Ofsted with regard to this complaint is: 0300-123-1231

These details are displayed on Playgroup's notice board.

If a child appears to be at risk Whiteshill Playgroup follows the procedures of the Local Safeguarding Children Board in our local authority, as per our Safeguarding policy.

In these cases, both the parent and playgroup are informed and the play leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by the appropriate action.

Records

A record of complaints against Whiteshill Playgroup and/or the children and/or the adults working in playgroup is kept, including the date, the circumstances of the complaint and how the complaint was managed.

The outcome of all complaints is recorded in the complaints file which is available for parents and Ofsted inspector's request.

If the complaint involves safeguarding concern or serious allegation regarding staff, the complaint must be dealt with according to the Playgroups Safeguarding Policy or Allegations Management procedures.

Parents should consult the Designated Safeguard Lead (Emma Jones) or the Deputy Safeguarding lead (Kim Warrington-Manley) or the safeguarding representative on the committee.

Please also see Safeguarding Policy.

A unique Child	Positive Relationships	Enabling Environments	Learning and Developing
1.2 Inclusive practise	2.1 Respecting each other	3.2 Supporting every child 3.4 The wider context	

Whiteshill Playgroup Complaints Record

Date of complaint:

1. Source of Complaint

- Parent (in writing or by email)
- Parent (in person)
- Parent (by phone or text message)
- Staff member
- Anonymous
- Ofsted (include complaint number if known)
- Other (please state)

2. Nature of complaint (please tick all areas to which the complaint relates)

- Safeguarding and promoting children's welfare
- Suitable person
- Suitable premises, Environment and Equipment
- Documentation
- Organisation
- Other (please state)

Please give details of the complaint.

3. How was it dealt with

- Internal investigation
- Investigation by Ofsted
- Investigation by other agencies (please state)

Please give details of any internal investigations or attach any outcome letter from Ofsted.

4. Actions and outcomes

- Internal actions
- Actions agreed with Ofsted
- Changes to conditions of registration
- Other action taken by Ofsted
- No action
- Actions imposed or agreed with other agencies

Please give details:

Has a copy of this been shared with parents? Yes/No

Name of Recorder:

Outcome notified within timescale? Yes/No

Date completed:

Name:

Position:

Signature:

Whiteshill Playgroup

FOR COMPLAINTS

**If you have any complaints please speak to Emma
If necessary these concerns may be discussed with**

Whiteshill Playgroup Committee

**These concerns may if necessary then be taken to OFSTED
The National Business Centre
OFSTED
Piccadilly Gate
Stone Street
Manchester
M1 2WD**

0300 123 1231

or fill in a form online www.ofsted.gov.uk/onlinecomplaints

Confidentiality

Whiteshill Playgroup has a policy whereby aspects of confidentiality surrounding a child are recognised. Any information regarding a child's progress, or any concerns raised by the parent will not be discussed to anyone outside playgroup staff and manager. We aim to ensure that all parents and carers can share their information in the confidence that it will be used to enhance the welfare of their children.

Other records kept by playgroup are as detailed below; all records are stored and shared within the framework of the Data Protection Act, GDPR and the Human Rights Act.

- Attendance Register
- Programmes and activities planned
- Accident records
- Record for unacceptable behaviour
- Fire drills and fire equipment maintenance
- Names and addresses of staff and regular volunteers
- Insurance policies
- Staff training qualifications and professional development papers
- Fees received

The Whiteshill Playgroup management Committee keeps minutes of committee meetings and the annual general meeting.

At Whiteshill Playgroup the children's application form, which hold personal information, will be kept in a locked cupboard. We understand that parents trust the staff some information that may be helpful to them we are working with their children. The information will not be passed on to others. We see all information about children as confidential. Please see safeguarding policy if there are any safeguarding concerns, then information may be shared as per the policy.

If parents wish to meet the play leader and discuss any issues concerning their child a mutually convenient meeting can be arranged in a separate room to ensure the conversation is confidential.

All written information about the children is kept in a locked cupboard which only the staff have access to. The information stored will also include assessments and observations.

PHOTOGRAPHY POLICY

At Whiteshill playgroup we obtain parent's permission on their child's application form to take photographs of their child & also permission to place them on our website obviously with no names attached.

These photographs may be used in assessments, on creative projects, on notice boards, allergy lists, fire drill procedures etc. If a parent does not sign the permission form then we will not their child's photograph.

The photographs will not leave the playgroup setting, unless given to the parents on some of the creative activities the children make.

When a child leaves playgroup all of their photographs are given to them in confidential files.

A Unique Child	Positive Relationships	Enabling Environments	
1.2 inclusive practice	2.1 respecting each other 2.2 Parents as partners	3.1 Observation, Assessment and planning	All areas

DATA PROTECTION POLICY

Whiteshill Playgroup is required to collect personal information for its employees, volunteers, children, parents and visitors. It is also necessary to process information so that staff can be recruited and paid, activities organised and legal obligations to funding bodies and government fulfilled. We intend to meet all the requirements of the Data Protection Act and the General Data Protection Regulations 2018 when collecting, storing, and destroying personal data.

To comply with the law, information must be collected and used fairly, stored safely and not disclosed to any other person unlawfully. To do this, Whiteshill Playgroup must comply with the Data Protection Principles which are set out in the Data Protection Act. In summary these state that personal data must be:

- • obtained and processed fairly and lawfully;
- • obtained for a specified and lawful purpose and not processed in any manner incompatible with that purpose; adequate, relevant and not excessive for that purpose;
- • accurate and kept up to date;
- • not be kept for longer than is necessary;
- • processed in accordance with the data subject's rights;
- • kept safe from unauthorised access, accidental loss or destruction;
- • not be transferred to a country outside the European Economic Area, unless that country has equivalent levels of protection for personal data.

All Whiteshill Playgroup staff and volunteers who process or use any Personal Information must ensure that they follow these principles at all times. In order to ensure that this happens, WHITESHILL PLAYGROUP has adopted this Data Protection Policy.

Any member of staff or volunteer, who considers that this policy has not been followed in respect of personal data about him/herself, should raise the matter with the Designated Data Controller initially. If the matter is not resolved it should be raised as a formal grievance.

Notification of Data Held and Processed

All employees, volunteers, parents, and other members of the public have the right to:

- • know what information Whiteshill Playgroup holds and processes about them and why;
- • know how to gain access to it;
- • know how to keep it up to date;
- • know what Whiteshill Playgroup is doing to comply with its obligations under the Act.

The Data Controller and Designated Data controllers

Whiteshill Playgroup as a registered charity is the Data Controller under the act, and the organisation is therefore ultimately responsible for implementation. However, Designated Data Controllers will deal with day to day matters. Whiteshill Playgroup's Designated Data Controllers are:

Emma Jones – Play Leader

Sam Watson – Chairperson

Personal information is defined as any details relating to the living, identifiable individual. Within Whiteshill Playgroup this relates to employees, attending children and their families, volunteers and other members of the public such as job applicants and professional visitors. We need to ensure that information relating to all these people is kept securely and to the appropriate level of confidentiality.

The personal information collected from individuals could include:

- Their name
- Address
- Email address
- Telephone numbers- including those of emergency contacts
- Date of birth
- Medical information
- National insurance number
- DBS numbers
- Observations of children's progress (Tapestry)
- Children's reports, preschool or from outside professionals
- Photographs
- Family medical history (when necessary)

Whiteshill Playgroup store personal data to comply with the statutory framework; to deliver services to our families e.g. government funding; to employ suitable people for our setting.

Processing of Personal Information

All staff and volunteers who process or use any personal information are responsible for ensuring that:

- Any personal information which they hold is kept securely
- Personal information is not disclosed either orally or in writing or otherwise to any unauthorised third party

Staff and volunteers should note that unauthorised disclosure will usually be a disciplinary matter, and may be considered gross misconduct in some cases.

Personal information should be:

- Kept in a locked filing cabinet: or

- • in a locked drawer; or
- • if it is computerised, be password protected; or
- • kept on a storage device which is itself kept securely

Conversations and Meetings

Information of a personal or confidential nature should not be discussed in a public area, in front of anyone that is not an employee of the Playgroup. Playgroup employees should be aware of confidentiality at all times when discussions are taking place, either distancing themselves from the conversation, if it doesn't concern them, or, ensuring that their discussion is not overheard by others. All staff should respect the confidential nature of any information inadvertently overheard.

When meetings are being recorded it is important that only relevant information is written down. This must be carried out using the correct forms provided by the Playgroup, notes must be written legibly and coherently. The written notes are then to be stored in a locked cupboard and shredded in a timely manner once the child/family have left the setting (1 year unless of a child protection nature).

Collecting Information

Whenever information is collected about people, they should be informed why the information is being collected, who will be able to access it and to what purposes it will be put. The individual concerned must agree that he or she understands and gives permission for the declared processing to take place, or it must be necessary for the legitimate business of Whiteshill Playgroup.

Publication and Use of Whiteshill Playgroup Information

Whiteshill Playgroup aims to make as much information public as is legally possible. In particular information about staff and members will be used in the following circumstances:

Whiteshill Playgroup may obtain, hold, process, use and disclose information in connection with the administration, management and business activities of Whiteshill Playgroup, including making and keeping lists of members and other relevant organisations

- • Whiteshill Playgroup may provide approved organizations that have the legal right with lists of names and contact details of members or other relevant organisations only where the members or other relevant organisations have given their consent.
- • Names of, and a means of contacting, staff and/or committee will be published within publicity leaflets and on the website.
- Photographs of key staff may be displayed at Whiteshill Playgroup or placed on the website with their consent.
- Whiteshill Playgroup's staff contact list will not be a public document and information such as mobile telephone numbers or home contact details will not be given out, unless prior agreement has been secured with the staff member in question.

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Any individual who has good reason for wishing details in these lists or categories to remain confidential should contact the Designated Data Controller.

Sensitive Information

Sensitive information is defined by the Act as that relating to ethnicity, political opinions, religious beliefs, trade union membership, physical or mental health, sex life, criminal proceedings or convictions. The person about whom this data is being kept must give express consent to the processing of such data, except where the data processing is required by law for employment purposes or to protect the vital interests of the person or a third party.

Disposal of Confidential Material

Sensitive material should be shredded as soon as it is no longer needed; following retention guidelines and statutory requirements. Particular care should be taken to delete information from computer hard drives if a machine is to be disposed of or passed on to another member of staff.

Staff Responsibilities

All staff are responsible for checking that any information that they provide to Whiteshill Playgroup in connection with their employment is accurate and up to date. Staff have the right to access any personal data that is being kept about them either on computer or in manual filing systems.

Staff should be aware of and follow this policy, and seek further guidance where necessary.

Duty to Disclose Information

There is a legal duty to disclose certain information, namely, information about: Child abuse, which will be disclosed to social services, or Drug trafficking, money laundering or acts of terrorism or treason, which will be disclosed to the police.

Retention of Data

Whiteshill Playgroup will keep some forms of information for longer than others. Because of storage problems, information about children cannot be kept indefinitely, unless there are specific requests to do so. In general information about children will be kept for a minimum of one year after they use the services, unless other bodies, such as funders, require Whiteshill Playgroup to keep the information longer.

Whiteshill Playgroup will also need to retain information about staff. In general, all information will be kept for six years after a member of staff leaves Whiteshill Playgroup. Some information however will be kept for much longer, for example, if required by funders. This will include information necessary in respect of pensions, taxation, potential or current disputes or litigation regarding the employment, and information required for job references. A full list of information with retention times is available from the Designated Data Controller.

DATA PROTECTION PRIVACY STATEMENT Sharing information with others

As a Playgroup it is necessary for us to collect personal information about you or your child. Sometimes we have to confirm or share information with other organisations. If we need to do this, we will make it clear to you on the forms you complete giving us the information. We will inform you before sharing any of yours or your child's information. In some cases, a third-party organisation, such as a funding body, may require you to sign an agreement to allow your information to be shared e.g. on a funding form. Please read all paperwork thoroughly before signing, so that you know exactly how your information will be used.

Information

We will make sure that the information about you is accurate and up to date when we collect or use it. You can help us with this by keeping us informed of any changes to the information we hold about you.

Information security

We will keep information about you and your child secure. We will protect your information against unauthorised change, damage, loss or theft. All Information collected on paper forms is kept locked away. Our computer, and tablets are password protected.

Keeping Information

We will hold information about you and your child only for as long as the law says. After this, we will dispose of it securely.

Openness

We will tell you what kinds of information we hold and what we do with it.

In general

We will comply with the Data Protection Act and any subsequent legislation on information regarding privacy. We will do this through Whiteshill Playgroup's Data Protection Policy. We will help you with any questions or problems that you may have with the Data Protection Act, the General Data Protection Regulations 2018, the Human Rights Act 1998 or the Freedom of Information Act 2000. If we cannot help you, we will give you advice on where to get the information you may need.

Our Commitment

We will only collect information that is necessary for what we do. We will be fair in the way we collect information about you.

We will tell you what we intend to do with the information about you. Where practicable, we will collect information directly from you. If we collect information about you from someone else, we will make sure you know that we have done this whenever possible.

To be read in conjunction with our Safeguarding policy.

EQUAL OPPORTUNITIES POLICY

We read in the statutory requirements changes 2014 that this policy is no longer a requirement, however, we feel this will remain.

Equal Opportunities Policy

Whiteshill Playgroup is committed to family life in its widest interpretation, by valuing all individuals and actively developing self esteem. We aim to be a full part of the community in all its rich diversity.

We discourage all forms of discrimination when working with our children, parents and in the community.

We aim to provide an atmosphere that is open, accepting and supportive. We aim to be fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, ability, disability, looked after children, class, gender or lifestyle.

We aim to provide an environment in which all contributions are valued. We aim to provide a positive and non stereotyping playgroup. Whenever necessary staff will improve their knowledge and understanding of any issues of discrimination and will promote equality. We have an open door policy and inclusion attitude that runs through all areas of our setting.

How We Ensure Equality Of Opportunity

Admissions—Our setting is open to all members of the community.

We advertise indiscriminately.

If requested we would endeavour to provide information in any language necessary.

We base our admissions policy on a fair system.

All parents/carers asked to read our Equal Opportunities Policy.

We do not discriminate against a child or their family joining our setting on the basis of colour, ethnicity, religion, social background—travelling community—asylum seeker, disability, gender.

Action would be taken against any member of staff, committee, parents who undertook discriminatory behaviour.

Staffing posts are advertised and all applicants are judged against fair criteria.

Staff attend training to develop inclusive practices within the setting.

Our curriculum encourages children to develop positive attitudes about themselves and people who are different from themselves. The curriculum also celebrates a wide range of festivals.

Our environment is accessible and any adjustments would be made to accommodate the needs of disabled children and adults.

Our toys, books and equipment are all accessible, multi cultural and including special needs. At morning registration we encourage all children to talk about their everyday life.

We help children to learn about a range of food and cultural approaches to meal-times.

Playgroup Meetings are advertised both written when necessary verbally and arranged to ensure as many families as possible may attend.

A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
1.2 Inclusive Practice 1.3 Keeping Safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting Learning	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

Behaviour Policy

At Whiteshill Playgroup the named behaviour officer is – Emma Jones

Whiteshill playgroup believes strongly that positive guidance is more appropriate than punishment. Children are praised for good behaviour and given WOW voucher to highlight this and inform parents of their child's good behaviour. Children are taught to consider the feelings of others. Staff, visitors and volunteers are required to be positive role models of behaviour by treating each other and the other children with care and respect.

Our playgroup's rules for behaviour are discussed regularly with the children and they are involved in deciding the boundaries within our setting. (E.g. the children decided the mud kitchen rules).

We work closely with parents to address inappropriate, understand the cause and decide how to respond and any action to be taken.

Procedures used for inappropriate behaviour

Physical Intervention

Removing a child from a situation or a certain area would only happen if it was necessary to prevent personal injury to the child. Any occasion where physical intervention is used will be recorded and discussed with the child's parent so that the parent/carer is fully aware that physical intervention was used.

Children aged three and over may benefit from the 6 steps to conflict resolution. They would be encouraged to talk about the problem and help to choose a solution. Their feelings would be acknowledged, an explanation as what was not acceptable and why given and support given to the children to learn a more appropriate response.

For two year olds we realise that strategies for supporting behaviour will need to be developmentally appropriate and we may use our behaviour poster. Behaviour observations would be used to help understand the pattern of behaviour.

Child's key person will play a key role in supporting a child, managing emotions and finding an underlying cause of distress, although at Whiteshill Playgroup all staff work closely together as a team and would all support the child.

In the case of a serious misbehaviour, such as racial or other abuse we make clear immediately the unacceptability of the behaviour and attitudes by explanation rather than personal blame.

Rough Imaginative Play

Young children often play superhero and weapon play. This may be inconsiderate at times and may need addressing. Staff would intervene and contain this play within acceptable boundaries to ensure no one is hurt. A designated area may be set up so that only children who wanted to engage in this play were involved.

Please see – Safeguarding Policy & Bullying Policy

We read the statutory requirements changes 2014 that this policy is no longer a requirement, however, we feel this will remain

WHITESHILL PLAYGROUP—Our 6 steps to handling undesired behaviour and supporting children to learn to handle conflicts or problems for themselves.

THE 6 STEPS TO SOLVING PROBLEMS

AND CONFLICT RESOLUTION IN THE

HIGH/SCOPE APPROACH

- 1. Approach calmly**
- 2. Acknowledge feelings**
- 3. Gather information**
- 4. Restate the problem**
- 5. Ask for solutions and choose one together**
- 6. Be prepared to give follow-up support**

(For our older children who may be at the development level to understand)

Biting Policy

Biting can be a common behaviour in young children. Biting is a form of communication and is almost always a response to coping with a challenge or stressful situation. It can occur without warning and can be difficult to defend against. For many toddlers the biting stage is a temporary problem and children try it out as a way to get what they want from another child. For some children biting is a persistent problem. They might bite for a variety of reasons : teething, frustration, boredom, inadequate language skills, stress or change in the environment or feeling threatened.

At Whiteshill Playgroup we :

Develop good relationships with the children and get to know them individually. We are a small group and use a key person system.

Children are given the opportunity to work in small and large groups, there is a large variety of equipment and children are taught to share. We have a daily routine with quiet moments and the children have adult support when needed. We have regular discussions on acceptable behaviour and how some behaviour makes us feel.

We talk about emotions and feelings and have various resources to support this.

When a child is bitten—

For The Biter-

The biter will be removed from the situation, using words such as “biting is not ok as it hurts people” “I can see that you wanted that car but I cannot let you hurt him”. We will not bring a lot of attention to the biter. The biter will be distracted with a different toy or area to play. Adult supervision/support will continue until the child has calmed down. Child may be shown our rules poster.

For The Child Who Has Been Bitten-

Staff will separate child from the biter. Special attention will be given to comfort the child. Staff will administer appropriate first aid. Parents will be notified immediately. Child will be comforted until happy to continue playing.

Staff will complete a Child Incident form. There will be complete confidentiality of all children involved when notifying parents that their child has been bitten or bit another child. Parents will be kept fully informed and a joint strategy will be discussed.

If biting continues advice will be sought from Health Visitor and our Gloucestershire Area Child-care Advisor.

Adult Behaviour Policy (Staff)

Children are affected by the behaviour of the adults around them therefore all adults that attend Whiteshill Playgroup (staff, committee members, parents/carers & any adult visitors to playgroup) are expected to display good behaviour as set out in this policy at all times.

Key principles for all adults in the setting:

- Understand and follow all policies and procedures.
- Be professional
- Listen
- Empathise
- Communicate
- Trust each other
- Take responsibility
- Be Sensitive
- Have patience
- Have respect
- Develop interpersonal skills
- Be self-aware
- Remember you are part of a team

Our team at Whiteshill Playgroup will

- Have common aims
- Listen to each other
- Be prepared to negotiate
- Develop a common ethos
- Be respectful of each other's viewpoints
- Abide by policy decision
- Take advantage of training opportunities and disseminate this within the team
- Commit to always trying to improve upon previous best

Whiteshill Playgroup will not accept, in the building or in any part of the playgroup grounds, any:

- Form of aggression or threatening behaviour
- Violence aimed at any child (including siblings). This includes punishing any child by slapping, smacking or shaking them.
- Verbal abuse, including verbal criticism, shouting, crudity, gossip or discrimination
- Drunkenness or any behaviour affected by excess alcohol
- smoking
- Form of discrimination, including by race, religion, culture, gender, age, language or ability
- The use of any foul language

A Unique Child	Positive Relationships	Enabling Environments	
1.1 child development 1.2 inclusive practice 1.3 Keeping Safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Whiteshill Playgroup follows the Guidance out in Safer Working Practice for Adults Who Work With Children updated in April 2020. (Which we will read online) and Keeping Children Safe In Education revised in January 2019 (See safeguarding Files)

Bullying Policy

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

A child who is bullying has reached a stage of development where he or she is able to plan to carry out a premeditated intent to hurt another. Bullying can occur in children five years and over.

If a child bullies another child or children:

At Whiteshill Playgroup we would :

comfort and reassure the child who has been bullied and show them that we are listening and will act upon their concerns.

we would intervene to stop the child who is bullying from harming another child

we would explain to the child who is bullying how their behaviour affects others

we would explain why the behaviour is not acceptable

we would not label a child as a 'bully'

we would discuss with the parent's of the child who has bullied, the incident and work out with them the action to be taken for handling the child's behaviour

we would share what has happened with the parents of the child who was bullied and explain that the child who did the bullying is being helped to adopt appropriate behaviour

If a serious problem persists then further discussions would be held with the parent/ carer of the child and advice sought from our Early Years Advisor.

A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe	2.2 Parents as partners 2.1 Respecting each other	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social & Emotional dev

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Special Educational Needs Policy

This policy follows the Special Educational Needs and Disability Code of Practice: 0-25 years (2015) Statutory Guidance.

Definition of Special Educational Needs and Disability (SEND)

At Whiteshill Playgroup we use the definition for SEN and for disability from the SEND Code of Practice: 0-25 years. This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for by others of the same age in mainstream schools.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

This policy is in line with the Children and Families Act (2014). At Whiteshill Playgroup we understand that we must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

At Whiteshill Playgroup our practice is underpinned by the Equality Act (2010). We are mindful that we must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people

might require and what adjustments might need to be made to prevent that disadvantage.

Aims and Objectives

At Whiteshill Playgroup we aim to provide an inclusive and supportive environment for all children, and to give them meaningful access to the Early Years Foundation Stage (EYFS) framework. The aims of this policy and practise in Playgroup are as follows:

- To ensure that the Special Educational Needs of children are identified as early as possible and the intervention needed to support them
- To ensure that all pupils, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning
- To work in partnership with parents/carers and children to ensure they are involved and able to contribute at every stage of decision making and planning to use best endeavours to make sure a child Special Educational Needs or Disability is supported appropriately
- To ensure that the cycles of assess, plan, do and review is followed
- To reduce barriers to learning and progress so that the child is able to experience success
- To have high ambitions and set stretching targets for children with SEND
- To ensure that children with SEND are able to access the activities and environment within playgroup by making reasonable adjustments
- To identify the roles and responsibilities of all staff in providing for children's SEND
- To work in cooperation and partnership with other outside agencies and professionals
- To ensure there is a multi-professional approach to meeting the needs of all vulnerable children
- To pay particular attention to the Gloucestershire Guidance Booklet for Practitioners Working with Children and Young People Second Edition (2016)
- To follow the Graduated Pathway approach

Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENCO)

- The designated SENCO for Whiteshill playgroup is Emma Jones and Charlene Phillips
- The SENCO is responsible for ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND needs
- The SENCO is responsible for leading and co-ordinating the identification and support of SEND as defined by the graduated pathway
- The SENCO will advise and support colleagues
- The SENCO will ensure parents are closely involved throughout and that their insights inform action taken by the setting
- The SENCO will liaise with professionals or agencies beyond the setting
- The SENCO will ensure that any communication complies with GDPR (General Data Protection Regulations), e.g. through the use of Egress Switch for email communication with other professionals or agencies

- The SENCO will ensure that all record keeping complies with Playgroup's GDPR Policy

The Key Person

- The Key Person will be the first point of contact for the parents and child
- The Key Person will meet with parents/carers on a termly basis to discuss the child's progress through a Summative Assessment, which will include discussion of the child's Characteristics of Learning and current interests as well as his/her progress within the Development Matters Early Years Outcomes
- The Key Person will work to build a professional and communicative relationship with the child and parents/carers
- The Key Person will be responsible for including and supporting pupils with SEND in Playgroup in line with this policy (as are all staff)
- The Key Person will use his/her knowledge of the child to ensure that there is appropriate differentiation to enable access to the EYFS curriculum for a child with SEND
- The Key Person will work closely with the SENCO whilst completing the assess, plan, do, review process

Early Identification

It is particularly important in the Early Years that there is no delay in identifying any Special Educational Needs and the required special educational needs provision. Early action to address identified needs is critical to the future progress and improved outcomes for the child.

When a child starts at Playgroup, information about that child's learning and development is collected from a variety of sources:

- Verbally from the parent/carer
- Information given on the application form
- Information given by the parent/carer when completing the 'My Unique Child' profile sheet in partnership with the Key Person
- The baseline assessment for the child to which all staff are able to add their observations
- Any assessment reports supplied by other professionals, e.g. Speech and Language Therapist's Initial Screening Summary

The Assess, Plan, Do, Review cycle

Assess

In identifying a child as needing SEN support, staff work with the setting SENCO and the child's parents, to carry out detailed observations and assessments to identify the child's needs. Where necessary, more specialist assessment may be called for from Specialist Teachers, Educational Psychologists, Speech and Language Therapists or from Health or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' permission.

Plan

Where it is decided to provide SEN support, staff and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour,

and a clear date for review. This information will be written on a My Plan. It will also include any relevant advice and suggested targets or strategies from relevant professionals working with the child.

Any related staff development needs will be identified and addressed by the SENCO and relevant training for staff arranged, if required, e.g. Total Communication Training.

Do

The child's key person remains responsible for working with the child on a day-to-day basis. With support from the SENCO, the key person will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the practitioner in assessing the child's response to the action taken and advise on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date on the My Plan. The impact and quality of the support will be evaluated by the key person and the SENCO working with the child's parents and taking into account the child's views. This will then inform any changes to the outcomes and support for the child in light of the child's progress and development. Parents will have clear information about the impact of the support provided and be involved in planning the desired outcomes and next steps.

Education, Health and Care Plans (EHC Plan)

Where, despite the SENCO and key person having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment. This will be done with the knowledge and agreement of the child's parent. During the course of an EHC needs assessment, advice will be sought from the Early Help Team (www.earlyhelp@gloucestershire.gov.uk).

Admission arrangements

An 'open door' policy is actively encouraged at Whiteshill Playgroup. We will strive to ensure that our Playgroup is a warm, welcoming and inclusive community.

Local Offer

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across Education, Health and Social Care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care plans. Our setting has written an early years offer which is available to view in Gloucestershire's Local Offer: <http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

Complaints procedure

Should a child or his/her parents/carers be unhappy with any aspect of provision they should discuss the problem with their child's key person in the first instance. Anyone who feels unable to talk to their child's key person, or is not satisfied with the key per-

Son's response, should ask to speak to the SENCO or Play leader. In the event of a formal complaint, parents should follow Playgroup's Complaints Policy.

Policy date: June 2022

To be reviewed: June 2023

Medicine Policy

It is not our policy at playgroup to care for unwell children we would ask for the child to stay at home until they have fully recovered. We discourage medicine being brought to playgroup and would ask that you administer this at home. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting.

If any child does need to take medication whilst at playgroup then their parent must give their written consent by completing a Medication Consent Form. Medicine will not be given to a child under any circumstances without this written permission. This includes applying creams, lotions and administering inhalers.

At playgroup we will keep medicines in our large first aid container which is then placed in the cupboard in our office, this is known by staff and only accessible by them. All medicines are to be clearly labelled with the child's name and kept in their original containers. The medication record book containing all Medicine Consent Forms will also be kept in the cupboard. We hold a one use only 'Piriton' in our medication bag; this will be given in case of an emergency allergic reaction, permission from parents for us to administer medicine is held. The expiry date for the Piriton is written in the diary.

All members of staff will be made aware of any medication requirements and the responsibility of administering the medicine will be given to the child's key worker, once the medication has been administered the key worker will complete the record sheet to acknowledge the administration of medication this will then be verified by the parent/carer on collection of the child. A record sheet will be kept of when the medicine was given, dosage given, by whom it was given and verified by the parent/carer on collection this will be kept in the Medication record book. Please also see Asthma Policy

Medication on trips and outings

When we go out of the playgroup setting the medication for a child will be taken in a sealed plastic box clearly labelled with the child's name, name of medication. Inside the box will be a copy of the consent form and a card to record when it has been given, on returning to playgroup the medication record will be updated and the parent will be asked to sign it.

If a child on medication has to be taken to hospital then the medication will be taken with them in the sealed plastic container as above.

Whiteshill Playgroup has purchased ice packs to be used when necessary.

As per Statutory Framework 2017 – it is clear that prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist.

Asthma Policy

Whiteshill Playgroup recognises that asthma is a condition affecting many children. Any child with asthma is welcome in our group.

Parents should provide an inhaler, which is kept at playgroup, in case of emergency. These inhalers are marked with the child's name. They are kept in a named medication bag with a label stating required dose. These bags are kept on our medication hooks, out of reach of children, but easily accessible to all staff.

Playgroup staff keeps a record of when the medication expires and parents given written permission to playgroup staff to administer the inhaler to their child should it be necessary.

All staff have up-to-date First Aid Training. Should the child receive medication during a playgroup session the child's parent/carer would be informed immediately and a record placed in the medication book.

Allergies, Sick and Infectious Children Policies

Procedures for children with Allergies

Parents record any allergies their child may have on the initial playgroup application form. Playgroup will then organise a meeting with the parent/carer of this child to fully discuss the implications of the allergy, a more detailed allergy form will then be completed. The information on this form will be reported to all playgroup staff & committee who will sign to state they fully understand the child's allergic reaction. We will also ask the parents to sign to say if they are willing for us to share this information with other parents/carers within playgroup.

Any medication the child requires will be detailed on the allergy sheet & in the medication book (see medicine policy). Parent/carer will train staff on how to administer special medication in the event of an allergic reaction.

The allergy sheet will be kept in our medication book & will be signposted in Playgroup for all staff and parents to see, if the allergy is to a food or drink a visual reminder will be shown on the child's snack coaster to further remind staff & duty parent.

The allergy sheet will have an annual review where another meeting with the parents/carers will take place, it is obviously the parent/carers responsibilities to inform parents of any changes that happen over the year.

For children suffering life threatening conditions confirmation from our insurance provider will be obtained.

At playgroup we hold a 1 use 'Piriton' bottle for allergic emergencies, this will be used once and then disposed of, the expiry date of the medicine will be written in the diary. We hold written permission from parents to administer Piriton.

Care Plan

For children requiring long term care/medication we have a care plan to be completed by parents and playgroup staff. If any training is required to administer the care then this will be fully supported by playgroup.

Procedures for sick or infectious children

If children appear unwell during the day - have a temperature, sickness, diarrhea or pains particularly in the head or stomach - the playleader will call the parent/carer and ask them to collect the child.

If a child has a temperature they will be kept cool with cool water and sponging their heads with a cool wet cloth. Temperature will be taken with a fever scan kept in the first aid box.

In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed.

Parents/carers will be advised to seek advice from their Doctor before returning child to playgroup. Playgroup will discuss admittance of a child who has a temperature, sickness, diarrhea, contagious infection or disease with the parent/carer.

If a child has been prescribed antibiotics parents are asked to keep them at home for 48 hours before returning to playgroup.

After diarrhea or sickness, parents are asked to keep children home for 48 hours after the last episode.

If our playgroup is informed of a notifiable disease we will inform Ofsted and act on their advise.

Playgroup holds a list of excludable diseases and current exclusion times, this is on the back of the kitchen door.

HIV/AIDS

HIV virus, like other viruses such as Hepatitis are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults. Gloves will be worn when changing nappies, pants and clothing that are soiled with blood, urine, faeces or vomit. Soiled clothing is bagged for parents to take. Any body fluids on tables, furniture, toys etc will be cleaned using disinfectant. Children do not use or share toothbrushes at our setting.

Head Lice

Head Lice are not an excludable condition, although in exceptional cases a parent may be asked to keep their child away until the infestation has been cleared. On identifying cases of head lice, parents will be informed and asked to treat their child/whole family.

A Unique Child	Positive Relationships	Enabling Environments	Partnership with Parents
1.2 inclusive practice 1.4 Health & well being	2.1 Parents as partners 2.4 Key Person	3.2 Supporting every child	

First Aid

At Whiteshill Playgroup our staff are First Aid trained for early years care and this is updated regularly.

Our First Aid kit complies with the Health & Safety (First Aid) Regulations 1981 and is regularly checked by a member of our committee to make sure that all used items are replaced and that nothing is out of date & a record of the check is made on check list. The First Aid box is easily accessible to adults and is kept out of the reach of children.

We hold two first aid boxes one which stays at playgroup at all times & one to take out on outings.

If a child has to attend A&E following an accident, we have on the child's application form their Doctor's contact details and medical history, this form will be taken with us. We will attempt to contact the parent first, but if this is not possible all of our parents have already given consent for emergency treatment on the completed application forms. If a child attends A&E we will also advise Ofsted. Please see our accident policy, reporting accident/incident policy & our safeguarding policy.

At no time will any child, adult or member of staff be given un-prescribed medication, please see our medicine policy.

Sun Protection Policy

At Whiteshill Playgroup we are flexible with the curriculum and if the weather is nice we will go outside for an extended time. We will try to use shaded areas as much as we can.

It is the policy of Whiteshill Playgroup to not apply suntan lotion to the children. We advise parents to do this prior to the child attending Playgroup. Whiteshill Playgroup Committee recommends that Parents/Gaurdians use the longer lasting Suntan Lotion (6hrs+) to ensure the children are protected for the full playgroup session.

We also request that all children bring a hat for further protection from the sun.

A Unique Child	Positive Relationships	Enabling Environments	
1.2 Inclusive Practice 1.4 Health & Wellbeing	2.2 Parents as partners	3.2 Supporting every child	

We provide shade in our outdoor area by making dens, hanging different materials and making tents.

Nappy Changing Policy

At Whiteshill Playgroup no child is excluded if they are wearing a nappy. The staff are happy to discuss and reassure parents if they have any concerns about their child's toilet training.

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

We use a changing table in the large toilet. The table is covered with a wipeable cloth and a changing mat is also used. Nappy changing will be by a member of playgroup staff only.

Soiled nappies will be placed in a nappy sack and placed in our nappy bin and disposed of at the end of each session,

Staff complete a nappy check sheet daily.

Children will be encouraged to use the toilet and encouraged to wash and dry their own hands. Children have access to the toilet at all times and adult support will be given when necessary. Playgroup does not provide nappies. We will use the nappies and wipes provided by the child's parent or carer. Each child has a named bag for changes of clothes and nappies.

Food and Drink Policy

At Whiteshill Playgroup we enjoy our snack time. It is a very sociable time for children, lots of discussions take place, we learn about being healthy and lots of different fruits.

All children bring in one item of fruit, in a named container, and Playgroup will supply another snack to the children.

We encourage healthy eating within our setting; we often have healthy eating weekly topics.

Before a child starts playgroup we find out from parents their dietary needs and allergies they have (see allergy policy)

We try to vary snack time by placing tables outside, sitting children in key worker groups, children choosing where they would like to sit for themselves, seasonal plates and cups etc. Children are involved in laying the tables for snack time and pour their own drinks.

The children have access to their drinking bottles throughout the day. Water and milk is provided at snack time.

We provide children with age appropriate utensils.

We take into account cultural practices (children have used chopsticks). We have discussed and tasted foods from many different countries.

Children who stay for lunch bring their own packed lunches to playgroup, all lunch boxes hold a freezer pack to keep the food chilled and we encourage parents to provide healthy food.

Special occasions

On special occasions at playgroup, i.e. Christmas, leaving party, Easter, Chinese New Year etc, parents are welcome to come into playgroup and check any party food we will be supplying to ensure that they are happy for their child to consume it.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well being	2.2 Parents and partners 2.4 Key Person	3.2 Supporting every child 3.4 Wider context	4.4 Personal, social and emotional development

Food Hygiene Policy

We maintain the highest possible food hygiene standards.

At least one person holds an in date food hygiene certificate.

Food is stored correctly and checked to ensure it is in date and not subject to contamination by pests, rodents or mould.

Children bring a packed lunch from home & parents are advised that all lunch boxes MUST contain an ice pack in the lunch bag.

Food preparation areas are cleaned before and after use with anti-bacterial spray; both adult & children wear an apron, which is made of PVC and cleaned regularly.

Children are not allowed unsupervised access to the kitchen & all dangerous materials are stored out of the reach of the children.

When children take part in cooking activities they:

- are supervised at all times
- understand the importance of hand washing and simple hygiene rules
- are kept away from hot surfaces and hot water
- do not have unsupervised access to electrical equipment such as blenders etc.

Reporting of food poisoning

Food poisoning can occur for a number of reasons; not all cases of sickness and diarrhoea are a result of food poisoning and not all cases of sickness and diarrhoea are reportable.

Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the chairperson or playleader will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.

If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted.

A Unique Child	Positive Relationships	Enabling Environments	
1.3 Keeping Safe		3.3 The learning environment 3.4 The wider context	

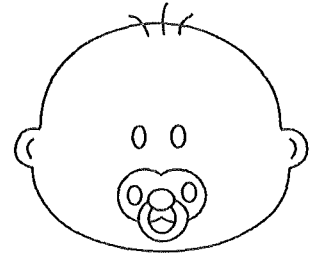
Quiet /Sleep Area Policy

As we are now open from 9 am until 3 pm we now provide the children with a quiet or sleep area. Some children, whatever their age, may require a quiet time or sleep. Daily we provide two children's beds and cushions on the floor. A screen surrounds this area and would be used to prevent other children using this area when a child may be asleep. If a child was asleep a member of staff would be present beside the sleep area to supervise.

We provide specific sleeping blankets and these would be washed after use.

Parents would be informed when and for how long their child had slept.

A written record would be made on the sleep chart kept in our planning file.



Dummy Policy

Following the guidelines and advice from Gloucestershire Care Services and Speech Therapists we recommend that dummies are not used during Playgroup sessions.

During play or when running about accidents can happen and teeth can be knocked out if there is a dummy in a child's mouth.

Staff are encouraging children to speak clearly and extend their vocabulary and this may be prevented when a child has a dummy in their mouth.

In exceptional circumstances, when a child who usually has a dummy at home is extremely upset, a dummy may be used whilst awaiting the arrival of their parent/carer.

Please see attached sheet 'Advice On Using A Dummy'.

EMPLOYMENT & STAFFING POLICY

At Whiteshill playgroup we maintain a staffing ratio in line with the welfare requirements of the EYFS. This ensures that children have sufficient individual attention and to guarantee care and education to a high quality.

All of our staff are Disclosure and Barring Service (DBS) checked and are appropriately qualified for their roles within playgroup.

We strictly adhere to the child: adult ratios below,
children aged 2 years 1 adult : 4 children
children aged 3 to 5 1 adult : 8 children

We will always ensure that there is a minimum of two staff/adults on duty at any one time.

We hold weekly regular staff meetings where all staff plan & assess for the next weeks sessions. At this time discussion takes place regarding children's progress, achievements and any difficulties that may arise. Also children's personal files will be updated & progress checked. There will also be regular supervision meetings held with staff & playleader, see supervision policy.

Recruitment

When recruiting staff we offer equality of opportunity by using non-discriminatory procedures.

We welcome applications from all sections of the community. Applicants will be considered on the basis of suitability regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. All applicants will be looked at with the same criteria & will not be placed at a disadvantage by imposing unjustifiable

We use Ofsted guidance on obtaining references and enhanced DBS checks through the Criminal Records Bureau for staff & volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act for the vetting & barring scheme.

We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.

We inform Ofsted of any changes in the person responsible for our setting.

Our playgroup leader holds Level 3 certificate in Pre-school practice or equivalent and our playgroup staff hold the equivalent to Level 2 or above. All of our staff are

positively encouraged to do regular in service training and we hold money within the playgroup budget to resource training.

We provide staff induction in the first week of employment, which includes Health & Safety & Safeguarding & child protection. There

It is important to us that our staff are happy & fully supported within playgroup, we therefore have an open door policy, we hold 6 monthly appraisals & have regular informal chats with our staff.

Staff absences

As our setting is open term time only, our staff are requested to take their holidays when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this will be agreed with the chairperson with sufficient notice.

Where staff are unwell and take sick leave in accordance with their contract of employment, they will inform a member of the committee as early as possible, we will then organise cover to ensure ratios are maintained.

Staff returning from Long-Term Illness

If appropriate, the member of staff may be asked to complete a Health Declaration to ensure that medication is not affecting their ability to care for children and they are fit enough to return to the role for which they are employed. An interview will be conducted with executive members of the committee to discuss requirements and a possible phased return to work.

Staff shortages

Should there be a staff shortage on a particular day the playleader would first contact the key officers of the committee who are CRB/DBS checked and can stand in temporarily or a duty parent. Where there are less than 2 CRB/DBS checked people available it would be necessary to close playgroup.

Disqualification

Whiteshill Playgroup will not employ anyone who is found to be disqualified to be working with children. If Whiteshill playgroup become aware of relevant information which may lead to disqualification of an employee, appropriate action will be taken to ensure the safety of children. Ofsted will be notified within 14 days and the following information supplied when relevant in accordance with the statutory requirements for the Early Years Foundation Stage

- Details of any order, determination, conviction or other ground for disqualification from registration under regulations made under section 75 of the childcare Act 2006
- The date of the order, determination or conviction or the date when the other

ground for disqualification arose

- The body or court which made the order, determination or conviction and the sentence (if any) imposed
- A certified copy of the relevant order (in relation to an order or conviction)

Safer working practice

All staff are given information in writing to read about safer working practice (Guidance for safer working practice for Adults who work with children and Young people 2015). A copy of this document is kept at playgroup for reference.

Staff taking medication/other substances

- When working with children, no adult will be under the influence of alcohol or any other substance which may affect this ability to care for children.
- Staff or volunteers taking medication which they believe may affect their ability to care for children should seek medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children. Staff medication on the premises must be securely stored and out of reach of children at all times

A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
1.3 Keeping safe	2.4 Key person	3.4 The wider context	

APPASIAL POLICY

Regular appraisals will be carried out to identify any training needs and assist with a programme of continuing professional development. Objectives will be set and any training needs identified. Outcomes identified from appraisal will also be used to inform the playgroup strategic plan. Appraisals will be undertaken yearly by the Chair & committee member and the play leader/manager, with a 6 monthly follow up.

Safeguarding responsibilities are an integral part of the appraisal process & will be discussed along with any training needs.



Appraisal Document

Date	
Attendees:	
Achievements:	
Improvement required:	
Future Development:	

Safeguarding Check	
Areas of focus for the next 6-12 months:	
Colleague Signature:	
Chair Signature	

Supervision Policy

Supervision meetings are held at Whiteshill Playgroup to provide support for staff and to promote the interests of children. There will be opportunity for discussion of any issues particularly concerning child development or well being. To find solutions to any issues raised and how to improve our setting. Recent training and future training will be discussed. (Please see attached sheet used).

An observation of a member of staff leading an activity will form part of this process and this observation will be discussed at the supervision meeting. (Please see attached observation sheet).

All supervision meetings will be recorded properly and promptly. Both parties will be given the opportunity to read and sign the form.

Supervision meetings do not replace staff appraisal meetings.

The supervision meetings will take place six monthly. Staff will be given advance notice of these meetings to enable them to prepare and ensure all necessary issues are covered.

Staff Supervision/ Evaluation Form Observation Activity

Date	
------	--

Person Observing	
------------------	--

Person Being observed	
-----------------------	--

Activity-

Observation-

Evaluation-(To be discussed at supervision meeting.)

Signed...

Signed...

Supervision Meeting Between Playleader and	Date	
What is working well & what are you happy with ? achievements		
Any recent training undertaken ? How did it go and improve setting practices.		
Do you have any individual child or family concerns ? Any problems with key children ?		
How is your role (senco, C & Language etc) Are there any updates regarding your individual role ?		
Do you have any problems, challenges or concerns.		
Any comments regarding supervision/activity observation.		
Evaluations and action needed.		
Date of next supervision & activity observation		

Induction Of Staff & Committee Policy

When new staff and committee members join Whiteshill Playgroup they will be given full details about the setting, the families we serve, our policies and procedures.

All new members of staff would be welcomed and familiarised with the building, health and safety and fire procedures.

They will be given a copy of our policies to read.

They would be introduced to parents, especially of their allocated key children.

Full details of tasks and daily routines would be given.

New members of staff and the committee would not be expected to perform tasks without full training or feeling confident to do so.

The induction period would be for two weeks.

The playleader would advise new members of staff.

The chairperson would advise new members of the committee.

A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
1.3 Keeping Safe	2.1 Respecting each other 2.4 Keyperson	3.2 Supporting every child	

Student Placement

At Whiteshill Playgroup we encourage student placements whom are training for early years qualifications and training. We also offer placements for school pupils on work experience.

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

We require all students on qualification courses to meet the "suitable person" requirements of Ofsted and have DBS checks in place. Schools placing students under the age of 18 are required to vouch for their good character.

We will supervise students under the age of 18 & without current DBS checks at all times, we do not allow them to have unsupervised access to children.

We have both Employer's & public liability insurance in place this covers both voluntary help and trainees.

We expect students to comply with our confidentiality & safeguarding policies and these are included in our short induction at the students first session, where we will also discuss how our playgroup is managed, sessions organisation, policies & procedures.

At Whiteshill Playgroup we will make the student's stay a positive experience for both the student & our playgroup children.

Visitors Policy

The identity of any unknown visitors to playgroup will be checked and if necessary identification sought. If a person other than the parent/carer is collecting a child then permission will be given verbally by the parent and also written in the signing in book. If the person collecting child is unknown to staff then a description of the person collecting the child will be requested.

All visitors must sign in in our signing in book, also stating the reason for their visit, the time they arrived and then the time they leave the setting.

We will inform the visitor of our mobile phone policy and fire and evacuation procedures.

A visitor would never be left on their own to supervise children.

No Smoking Policy

We comply with Health and Safety regulations and the welfare Requirements of the EYFS in making Whiteshill Playgroup a no-smoking environment – both indoor and outdoor

All staff, parents, volunteers and visitors are made aware of our no-smoking policy; no-smoking signs are displayed.

Staff who smoke do not do so during working hours, unless on a break and off of the playgroup grounds.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and wellbeing	2.1 Respecting each other	3.2 Supporting every child	

We read the statutory requirements 2014 that this policy is no longer a requirement; however we feel this will remain.

RISK ASSESSMENTS POLICY

We read in the statutory requirements changes 2014 that this policy is no longer a requirement, however, we feel this will remain.

Risk Assessment Policy

At Whiteshill Playgroup we believe that the health and safety of children is of paramount importance. We ensure that Playgroup is a safe and healthy place for everyone. We do this by doing regular risk assessment both inside and outside playgroup.

When risk assessing we check for & note any risks indoors or outside playgroup. We will assess the level of the risk and who might be affected, decide which areas need attention and then develop an action plan which will specify the action required, time-scale and person responsible for the action.

Risk assessments are done daily by a member of playgroup staff and information is kept in the planning file.

Thorough six monthly risk assessments are undertaken by the committee with the playleader. These are of playgroup and playgroup's grounds. We also risk assess our regular outings to school and the park at this time.

Risk assessments always take place of any trips/outings prior to a playgroup visit these will be held in our risk assessment file.

A Unique Child	Positive Relationships	Enabling Environments	
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

Animals in the Setting Policy

At Whiteshill Playgroup we have a lot of different animals visit the setting and we also go on various visits to see animals. We aim to ensure that this is in accordance with sensible hygiene and safety.

When an animal is visiting our setting, parents will be informed and we listen to comments about how their child may react. We carry out risk assessments regarding any hygiene and safety risks posed by the animals.

We teach the children correct handling of the animals and this is fully supervised. Advice on the handling of the animals is taken from the animal's owner.

Children are never left alone with the animals.

Children wash their hands with antibacterial hand wash after handling an animal.

Animal brought into the setting are the responsibility of the owner of the animal.

We visit various animals in the children's homes, friends of the playgroup, garden centres, at the wildfowl trust etc. Risk assessments are carried out and children always wash their hands after contact with animals.

Any soiled footwear is left outside of the setting and cleaned thoroughly.

A unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and wellbeing	2.3 Supporting learning	3.3 The learning environment	4.1 Play and exploration 4.4 Knowledge & UW

Fire Safety Policy

Whiteshill playgroup ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The Playleader & Chairperson are familiar with the current legal requirements. Where necessary we seek the advice of a competent person such as a Fire Officer.

We carry out a fire risk assessment every 6mths, this is carried out by a "competent person". Our staff also carry out a daily risk assessment. The "competent person" we use at playgroup is a fire officer.

At Whiteshill Playgroup is using rented premises we also ensure that we hold the fire risk assessment done by Whiteshill Guide & Scout Hut Committee.

fire doors are clearly marked, never obstructed & easily opened from the inside.

Smoke detectors 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.

We hold evacuation drills every 6 weeks; we make sure that they are held on different days of the week and at different times during the session. Fire drill are also done when a new child, new member of staff or new volunteer start at playgroup. Our playgroup staff all has different specified roles during the fire evacuation. The fire evacuation procedure is clearly displayed in playgroup & explained to new members of staff, volunteers and parents.

Records are kept of fire drills and the servicing of the fire safety equipment.

A Unique Child	Positive Relationships	Enabling Environments	
1.3 Keeping Safe		3.3 The learning environment 3.4 The wider context	

Staff Health & Safety Policy

At Whiteshill Playgroup we realise that the main area of the body affected by handling accidents is the back, but any part of the body can be injured if manual handling is not done correctly. We assess the risks associated with manual handling & therefore help to reduce the associated risks. The Health, Safety & Welfare of everybody at Playgroup is not just the Management's.

Playgroup's duties

Set up emergency procedures to be followed.

Assess risk to the health & safety of their employees and others who may be affected in order to identify the measures needed to comply with the relevant Health & Safety law.

Implement measures identified needing to be done by risk assessment & appoint the appropriate people to help with the implementation

Provide adequate training & instruction that is easily understood by the member of staff.

Staff duties

Report dangerous situations and any shortcomings in their employer's health & safety arrangements.

Take reasonable care not to endanger themselves or anyone else.

Inform their employer of any medical issues that may necessitate health & safety considerations eg pregnancy, medication.

Use equipment and dangerous substances in accordance with the training they have received and the instructions provided.

Manual Handling Operations Regulations

Whiteshill Playgroup's duties:

Avoid hazardous Manual Handling operations as far as is reasonably practicable.

Make suitable and sufficient assessment of any hazardous manual handling operations that cannot be avoided

Reduce the risk of injury from those operations as much as possible.

Staff duties

Make proper use of any system of work provided for the use by their employer in compliance with the regulations.

Attend manual handling training

Playgroup's Principles of Safer handling.

There are some simple steps that can be followed to help reduce the possibility of an accident & the injury that could occur, although these are in no way a guarantee of protecting you from a manual handling injury.

Basic Principles

Avoid Manual Handling wherever possible

Use equipment (if available)

Assess the task

Assess the load

Know your own limitations & do not be afraid to ask for help

Prepare the area, remember that what ever you pick up must be put down somewhere

Position yourself correctly

Use safer lifting techniques

Evaluate the task

Performing a safer lift

Think before handling/lifting

Keep the load close to the waist

Adopt a stable position

Ensure a good hold on the load

Moderate flexion (slight bending) of the back, hips & knees at the start of the lift

Do not flex the back any further while lifting

Avoid twisting or leaning whilst the back is bent

Keep the head up when lifting

Do not lift or handle more than can easily be managed

Health and Safety Policy.

Whiteshill Playgroup believes that the health and safety of the children is of paramount importance. We make playgroup a safe and healthy place for children, parents, staff and volunteers.

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

Emma Jones is responsible for health and safety at Whiteshill Playgroup; she is competent to carry out these responsibilities. She has undertaken health and safety training and is encouraged by playgroup committee to regularly update knowledge.

Our Health and Safety poster is displayed in the kitchen.

Whiteshill Playgroup holds Public and Employers Liability Insurance. The insurance certificate is displayed on playgroup's notice board.

We ensure that all staff, volunteers, parents and children have a good understanding of the shared responsibility for health and safety. This is included in our induction training.

We have a no smoking policy within playgroup.

All parents are advised that hot drinks will be drunk in the kitchen and staff's drinks will be in thermos mugs.

A risk assessment is done daily by a member of playgroup staff before the children arrive; this includes checking the toys for breakages and damage, checking the premises for any potential risks and checking the outdoor areas.

Full indoor and outdoor risk assessments are done 6 monthly by the chairperson and play leader, as is the fire risk assessment. Please also see Fire Safety Policy and Risk Assessment Policy.

Once all of the children have arrived and the doors are opened for "free-flow" play the outside area is securely locked and the appropriate child to adult ratio is adhered to.

Children at Whiteshill Playgroup learn about health and safety through discussions, planned activities and routines.

Please see separate Staff Health and Safety Policy for manual handling recommendations

(As per 2014 changes this policy is no longer required – Whiteshill committee have decided to continue to keep it as a current policy)

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and Wellbeing		3.3 The learning environment	

Outings and Events Policy

Whiteshill Playgroup visits Whiteshill Primary school, the park and playing fields on a regular basis. We also like to go on walks within the local community.

Whilst out walking the children will walk holding our "walking snake" or in pairs holding hands (whichever the play leader deems to be the safest for the situation) and we will always adhere to the correct adult child ratios with an adult always positioned at the front and back holding out "walking snake" (or at the front and back of the line if holding hands) and at various positions throughout the line. Children will wear fluorescent waistcoats provided by playgroup over their outdoor clothing and a badge stating Whiteshill Playgroups name, Play leaders name and mobile telephone number. Our staff members will be constantly head counting.

Staff will wear high visibility jackets when taking children out of playgroup.

Whiteshill Playgroup also likes to organize a number of events and outings throughout the year. These are arranged to encourage children in social activities and help them see parents and playgroup staff together. The costs are subsidised to ensure that all parents and children have the opportunity to attend.

These trips will usually mean that your child might have to travel in a car that may not be your car i.e. another parent's car. We will request that you as a parent complete and sign the sheet attached to your application form for permission to take your child to these events. We will also ask you to sign two permission slips for each trip to allow your child to travel in another person's car. The driver of the car signs to say their car is insured and MOT'D.

Where possible we will make sure that these trips are short and that where possible will avoid travelling on motorways.

All trips are risk assessed before they take place and adult to child ratios are increased depending on the type of trip it is. Staff will take mobile phone with them and any other supplies deemed necessary (i.e. drinks, snacks, first aid kit, tissues etc.)

Where children with known allergies join us on our outing we will require parent/carer to accompany us, this is because outside playgroup our staff have no control over what food or drinks are available. We would ask for them to bring with them any medication the child would require in case of an allergic reaction.

Staff will also take with them a list of children and contact numbers of parents/carers.

Outings will be recorded in an outings book at playgroup this will contain details as follows:

- The date and time of the outing
- The venue and mode of transport
- Names of staff and children
- Time of return

Please read this policy alongside our lost child policy and medicine policy.

Recording & Reporting of Accidents & Incidents

We follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents & incidents. Child protection matters or behavioural incidents between children are NOT regarded as incidents and there are separate procedures for this - see Safeguarding policy.

Accidents

Our accident book is kept safely in the office cupboard, it is accessible to all staff and volunteers who know how to complete it. It is reviewed at least termly to identify any potential or actual hazards. All staff hold up-to-date appropriate pediatric first aid certificates.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.

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

Incidents

Whiteshill Playgroup meet their legal requirements for the safety of our employees by complying with RIDDOR. We report to the Health & Safety Executive

- any accident to a member of staff requiring treatment by a general practitioner or 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 dangerous occurrences is recorded in our incident book.

We have ready access to telephone numbers for emergency services, including local police. As we rent the premises we have access to the person responsible.

We keep an incident book for recording incidents including those that are reportable to the Health & Safety Executive.

Any racist incident will also be recorded in our incident book using the racist report sheet. All staff are fully aware of procedures. Ofsted would be also contacted along with the Local Authority.

In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up or insurance claim made, should also be recorded.

In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our fire safety policy procedures will followed. The incident is recorded when the threat is averted.

In the unlikely event of a child dying on the premises, the emergency services are called and the advise of these services are followed.

DEALING WITH ACCIDENTS

An accident book is kept in which all accidents involving adults or children are recorded. The Accident Book contains details of the accident, witnesses, injuries sustained and treatment given. A staff member who must be first aid qualified and the parent of the child concerned at the end of that day's session must sign the record of each incident.

Serious accidents; (ie. those other than minor cuts and bruises) to children, staff or visitors must be notified to OFSTED and a full report undertaken. In the event of a serious accident the playleader will notify the child's emergency contact. A member of staff, whom the child knows well, would go to the hospital with the child until the parents or other carers arrive. We will ensure to reassure the child and be a point of contact for the parents when they arrive. After such an event the playleader, staff and committee will examine the circumstances, evaluate and see what can be done to prevent the situation from happening again.

At Whiteshill Playgroup we realise that accidents are less likely to happen if:-

Potential dangers are seen in advance, we undertake daily and annual risk assessments of our environment and equipment.

We never leave the children alone.

Adults are good role models and set a safe example.

Toys and equipment are of good quality, for the correct age of the children and if broken will be thrown away.

The children will not be over protected and unable to develop skills to keep themselves safe.

In an emergency playgroup staff will act quickly and without panic. A member of staff will call for assistance as soon as possible, but would not leave an injured child unattended.

Dealing With Accidents

Bangs On The Head

If a child has been unconscious, even for only a few seconds, is sick, complains of a headache, is drowsy or has difficulty focusing Whiteshill Playgroup Staff will immediately dial 999 for assistance.

These may be signs of serious injury. We feel that with head injuries the damage may not be obvious and if we had any doubt we would dial 999.

Whiteshill Playgroup has purchased ice packs to be used when necessary.

Curriculum Policy

It is our aim that the children learn through play. Within Whiteshill Playgroup the children work towards achieving the Early Learning Goals. We follow the Early Years Foundation Stage, which sets the standards for learning, development and care for children from birth to five.

Our curriculum covers the seven areas of learning:

Personal Social and Emotional

Communication and Language

Literacy

Physical

Understanding The World

Mathematics

Expressive Arts

We use the childrens' interests and seasonal topics as the basis for our planning, we take into account the childrens' next steps and characteristics of learning. A weekly evaluation is completed to ensure all planned activities are discussed and altered if necessary for future use.

We use long term and short term detailed planning, however, we ensure children have their own choice of activities, have access to these activities independently and we ensure we are flexible and follow the childrens' interests.

Notes are made for children who may need extra support or extending and this is also incorporated into the next week's planning.

Characteristics Of Effective Learning Policy

At Whiteshill Playgroup we look at the different ways the children learn and provide appropriate activities for the children.

The Three Characteristics of Effective Learning are :-

Playing and Exploring—Engagement

Active Learning—Motivation

Creating and Thinking Critically—Thinking

The characteristics are explained in more detail on the attached sheet.

We like to involve our parents and have asked them for their opinion on how their child learns and any examples of observations the parents/carers have made. We discuss the three characteristics of learning with our parents and value their comments. (SEE PARENTS' SHEET ATTACHED)

Examples of how the children learn are displayed on our Characteristics of Learning Board.

Key Worker Policy

At Whiteshill Playgroup each member of staff is a Key Person and has their own group. The playleader is Key Worker and oversees the planning of the key person approach.

Our Key worker groups:

Dinosaur group, Penguin group, Panda group, Elephant group and Rabbit group.

It helps the children in our setting to have a key person who knows them well and understands their individual needs. We want the children to feel safe and secure in our setting and with the staff. Parents may prefer to discuss their child's wellbeing and development with the same member of staff and can turn to their child's key person. Children and parents are informed who their key person will be before a child starts at our setting.

We allocate a key worker before a child starts at our setting.

Where a home visit is necessary before a child starts playgroup, this visit would be by the playleader and the child's key person.

The key person will work with parents and make any plans necessary for the child's assessment and development. However, all members of staff will be involved in these assessments and observations.

The key person will occasionally spend time with only their key group, for example, some morning registrations, trips or outings away from the setting, visits to pre-school etc.

A key person will be present if one of their key children needs a nappy changed.

A key person will be present if one of their key children becomes upset.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practise 1.3 Keeping safe 1.4 Health & wellbeing	2.2 Parents and partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Assessments Policy

When a child starts our setting we will have had discussions with their parents/carers and completed a My Child is Unique form. This gives us a good understanding of their child's development to date, how they will settle and what their current interests are.

We complete a 2 year or 3 year Baseline Assessment during their first few sessions which gives us further detail and enables us to plan for their individual needs.

A Two year check assessment is completed within the year when the child is aged two.

Throughout the year we continually assess the children, recording observations, next steps and characteristics of learning.

Parents/carers have access to their child's assessment via the Tapestry app, and they are encouraged to add their comments and observations to it. We have termly meetings with parents to discuss the assessments and parents can provide any additional information that they think needs to be added, and they are asked to read the development matter statements. Written records are given to the parents and next steps discussed and agreed. Next steps at home sheets are written regularly, and given to parents to ensure we all working together on areas of development.

We discuss each child's current interests at playgroup and at home and include these in our planning. Children are involved in deciding on next steps and what they would like to do in playgroup. We have a children's choice board for activities as a group. Children are also asked what they would like their next steps to be.

At Whiteshill Playgroup we realise that assessment has an important role within the planning cycle. As a result all children's needs are identified. All members of staff are involved in assessing, observing and planning for next steps.

Summative reports are completed in November, March and June.

Detailed transition forms are written in June and discussed, with a parents permission, with their future reception teacher.

A unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practise	2.2 Parents and partners 2.3 Supporting learning	3.1 Observation, assessments and planning 3.2 Supporting every child 3.3 The learning environment	All areas

Partnership with Parents

Whiteshill Playgroup believes that it is only through working in partnership with parents that the Aim of Playgroup can be achieved. Parents have a right to be informed fully of the progress and welfare of their child. It is important for the child to see the close, friendly supportive working relationship between playgroup and home. It will serve as an important model for development of the future relationship between parents and school.

A committee member and/or play leader will be available to welcome new parents and children and introduce them to our routine.

However, there are several ways in which Whiteshill Playgroup seeks to encourage the partnership with parents

- **Membership of Playgroup Committee** and attendance at meetings will always be encouraged; we will try to make meetings easily accessible for everyone. The parents run the playgroup and it is their contribution that ensures its continued work in the neighbourhood. Whiteshill Playgroup encourages parents to become actively involved in the decision making and policy forming.
- **Formal contact** with playgroup staff will always be encouraged. If parents wish to discuss the progress of their child or mention any particular family circumstances, then the play leader will be available at the end of the session for further discussion.
- **Whiteshill Playgroup Staff** will bring to the attention of parents any concerns they have for the development of individual children in terms of social, intellectual or emotional progress. If it is felt that further help may be required then this will be discussed with parents in full. Parents of course, will take the final decision for referring matters on but Whiteshill Playgroup will fully support any positive referrals made by parents for the children.

We inform parents about how the setting is run and its policies through access to written information and through regular informal; communication. We check to ensure that parents understand the information that is given to them.

We issue regular newsletters; we encourage parents to contribute their own skills, knowledge and interests to the activities at playgroup.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive Practise 1.4 Health and wellbeing	2.1 Respecting each other 2.3 Parents and partners 2.4 Key person	3.2 Supporting every child	

POLICIES

WHITESHILL PLAYGROUP CORONA VIRUS UPDATE

Whiteshill Playgroup continues to follow Government Coronavirus Guidelines for Early Years Settings.

All staff understand the System Of Controls and how they are applied in our setting. If you are not aware of the system of controls please ask Sara for a copy.

No children, staff and other adults must come to our setting if they have coronavirus symptoms or have tested positive in the last 10 days and anyone developing those symptoms during the day will be sent home.

If anyone in the setting becomes unwell with a new, persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell:-....

They must be sent home and advised to follow guidance for households with possible or confirmed coronavirus infection (<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>) which sets out that they must self isolate for at least 10 days.

They should arrange to have a test. You must inform staff immediately of the results of the test.

Whiteshill Playgroup staff are wearing masks only for helping with toileting and changing nappies.

We are ensuring that children clean their hands regularly including when they arrive, before breaks, when returning from outdoor play and before and after eating.

The staff complete daily enhanced cleaning—toys are washed daily, tables and chairs disinfected regularly throughout the day, toilets, taps and handles are disinfected daily and the floor and other items are bleached at the end of the day.

Staff are still not putting out our usual amount of toys and activities. We are not using lots of rugs, any soft toys or teddies, dressing up clothes, bean bags etc that cannot be cleaned easily.

We will continue to play outside, increasing ventilation, wherever possible. Please ensure your child does have a warm coat and hat during the Winter months and a change of clothes in their playgroup bag. If the weather is too cold for continued outdoor play throughout the day we will as usual still go as a group for half an hour play in the park mornings and afternoons.

Please continue to provide your child's lunch and fruit for snack in a wipeable plastic container. The staff continue to disinfect these every morning. Childrens' playgroup bags will continue to remain at playgroup so please continue to provide spare clothes and nappies in a plastic bag when they are required.

Can parents please walk their child down the gravel slope to the gate one at a time and other parents please wait in the car park area until this area is free.

Whiteshill Playgroup will notify OFSTED of any confirmed cases and whether the setting has been advised to close as a result.

We have been advised to avoid any visitors entering our setting. New parents can watch a virtual tour of our room, however, if new parents would like to settle their child, they are invited to come in for 30 mins, wearing a mask and avoiding contact with any other children.

We continue with our One Setting Policy. The Government Guidelines are-

Parents should be encouraged to limit the number of settings their child attends, ideally ensuring their child only attends the same setting consistently.

Coronavirus Policy - June 2020

To reopen Whiteshill Playgroup during the Coronavirus Pandemic there are many issues that have been addressed and will continue to be monitored and evaluated. We have taken our guidance from Stroud Early Years Team, The Government Guidance, PATA, NHS guidance, discussions with staff and committee and other local playleaders.

Playleader has completed Prevent COVID—19 training with the Virtual College.

A risk assessment has been completed and sent to each member of staff and every parent who has a child returning to playgroup. A copy of the risk assessment is held on file.

All parents have been sent a Parent Agreement form and have confirmed their agreement for the new measures at playgroup including social distancing whilst waiting to drop off their children.

All members of staff are aware of the Coronavirus symptoms -

A high temperature, a new or continuous cough and a loss or change to sense of smell or taste. If anyone displays symptoms they are advised to use the 111 online coronavirus service.

Playgroup will split into two separate groups to minimize the risk of spreading infection. Two members of staff will be with each group and a staff rota has been made. All items, toys and tables will remain separate in each group and not be passed between groups.

The daily routine of playgroup will be completely separate for each group. Please refer to risk assessment for details.

Playgroup understands that the EYFS remains mandatory, however, with changes-

Should (rather than must) use reasonable endeavours to meet the learning and development requirements.

Temporary changes to paediatric first aid requirements.

Staff qualifications in order to be counted in ratios.

Suspending the progress check at 2 for this year only.

We will continue to cover the 7 areas of learning, however, we will not be writing observations on the children. Planning has been completed and activities prepared for the 7 weeks until the end of term July 2020. Children on a My Plan will have daily practice of their targets.

Coronavirus Policy - cont

Effective infection protection and control -

As per guidance there are important actions that children, their parents and those who work with them can take during the coronavirus outbreak to help prevent the spread of the virus-

1. Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms or who have someone in their household who does, do not attend childcare settings.
2. Cleaning hands more often than usual—wash hands thoroughly for 20 seconds with running water and soap
3. Ensuring good respiratory hygiene by promoting the catch it, bin it, kill it approach
4. Cleaning frequently touched surfaces often using standard products such as detergents and bleach.
5. Minimising contact and mixing by altering, as much as possible, the environment such as classroom layout and timetables such as staggered break times.

Sufficient PPE Personal Protective Equipment has been purchased and staff have all read the correct way to put this on. PPE will be used when using the toilet with children, changing nappies or if a child shows symptoms of the virus.

Staff who were placed on furlough leave will be un-furloughed on 1st June.

All available staff members contracted and asked to return to work. Personal choice and staff made their own decisions whether to return.

Physical contact—Advice from PATA—individual settings and within that individual practitioners will have to work out that they are comfortable with in terms of physical contact and risk. You will need to try to keep distance where before you didn't but you also need to care for the children to the best of your ability. Whiteshill Playgroup will have no children sitting on staff laps and will minimize contact where possible. Activities will be spaced apart on tables, and snack time and lunchtime will take place outside and across more tables. Storytime and registration can be on our very large rugs in each group and children will have more than sufficient space as per new guidelines of -

2 years old need 2.5m² per child

Children aged 3-5 years need 2.3m² per child

Coronavirus Policy - cont

Preparing for reopening

Whiteshill Playgroup has taken into account the following-

Preparing the premises, preparing to implement practical measures to reduce risk, reviewed staff availability to work, agreed a protocol for responding to a suspected case of coronavirus, communicated with staff, communicated with parents and carers, identified the numbers of children who will be returning to our setting, planned groups to reduce contact between staff and children, identified safeguarding, special educational needs requirements and planned what children should learn and how to adapt the EYFS.

In the event of a member of staff or a child showing symptoms at Whiteshill Playgroup

We will follow the procedures set out below-

Staff will call the child's parents to collect them immediately. The child will be separated from the groups and one member of staff will stay with the child and will put on PPE including protective eye mask. Staff will try to maintain 2 metre distance from child where possible. When the child has been collected their parents will be advised to contact the online 111 coronavirus service. The setting would be completely deep cleaned and PPE disposed of.

Testing— all children who are attending a childcare setting will have access to a test if they display symptoms. Having spoken to our Early Years Advisor on the correct procedures, I was advised to use my best judgement. Playgroup would not need to be closed immediately if a child displayed symptoms, and we could wait to see if test was positive or negative, we could close the one group or close completely. This would be discussed with staff and committee members and a decision made.

The Early Years Service would be contacted for advice and OFSTED informed.

Playgroup has advised their parents that we will be open to children who will ONLY be attending our setting and not other childminders, nurseries etc. This is to minimize the risk of spreading the infection from one group to another..

Whiteshill Playgroup has referred to documents-

GOV.UK—Coronavirus (COVID 19) implementing protective measures in education and childcare settings/ GOV.UK—Planning guide for early years and childcare settings.