

Play Place Policies and procedures

(2018/19 Edition)

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Section 2

Working with children, young people and families

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2.1 Settling in

Early Years After School Clubs

Parents/carers of younger children are invited to visit the setting as many times as necessary before the child attends.

Play days can be offered and arrangement for these will be made between staff and parents.

Parents or carers are welcome to stay with the child until they feel secure and happy to be left or until the parent or carer feels happy to leave them. Staff will support the family in making the transition into the nursery or after school club as smooth as possible.

On arrival staff will:

1. Support the child to find their coat peg to hang up belongings.
2. Settle the child down to an activity of their choice where needed.
3. Comfort children who appear distressed.
4. Observe children particularly those who are taking a little longer to adjust.
5. If a child arrives with a familiar toy or comforter, ensure it is put somewhere safe and available if the child asks for it.

On leaving staff will:

1. Ensure the child leaves with a recognised adult
2. Signpost parents where to collect children's work and belongings
3. Discuss with parents or carers how the child settles and how the session went.
4. Key workers and the wider staff team will work in partnership and discuss with parents any ideas to enable ease to the settling in process.

Difficulty settling

If a child finds it difficult to settle and becomes increasingly distressed, the parent or carer should be contacted. However, this is rare and a child will usually respond to a practitioner's attempts at distracting them with activities, toys and sensitive reassuring communication. In certain cases where a child is having great difficulty in settling, it may be decided that the child stops from attending. It may simply mean that they are not ready for nursery and may need to start again at a later date. Under these circumstances in the best interest of the child, parents and staff should develop a strategy.

Youth provision

Children and young people are welcomed into club sessions. The youth environment is a place where young people can feel they have a safe place to meet, a place where they feel settled and be themselves.

The youth workers will work with children and young people to enable and empower them to make friendships and involve themselves in activities.

Youth workers will make general observations of young people's well being and note the importance of identity and acceptance.

Young people will be expected to manage boundaries and agreed group rules. Parents will be informed of unacceptable behaviors. Generally children and young people will not be banned from youth clubs; action plans may be agreed to enable the young person to remain part of the group. This may include asking young people to take time out from a particular session if necessary.

Departure (relating to children five to eleven years)

Staff will:

1. Ensure children leave with a recognised adult.
2. Discuss with the parent or carer how the child settles and identify any ways in which the staff can help.
3. Encourage parents or carers to collect younger children, however it is recognised that this is not always normal practice for some. Staff should always risk assess departure processes for individuals.
4. Departures without parents or carers must be agreed in writing with parents (consented on an application form). Membership forms include a statement from parents or carers with regards collection and in particular, whether children are able to leave independently.
5. Staff members who have any concerns about a particular request (for example siblings who collect, or people under the influence of drugs or alcohol) should raise any concerns about departure arrangements with the Team Leader/Directors.

2.2 Curriculums and participation

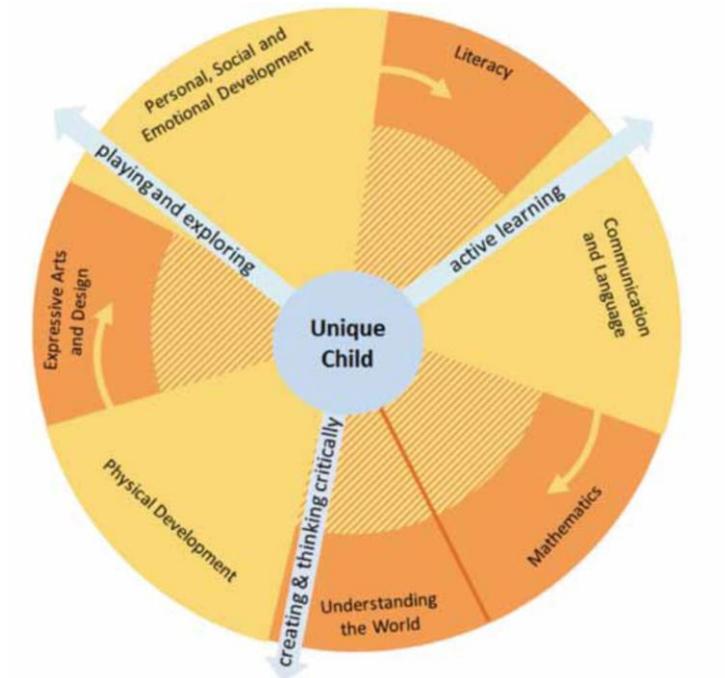
Early Years

Curriculums for learning through play are developed using the Early Years Foundation (EYFS) and characteristics of learning. All seven areas of learning overlap and complement a child's overall development, learning and well-being; this should be encompassed in their individual learning journeys to enable each child to develop and learn to their full potential. It should be recognised that each child is unique and develops at their own pace with their own interests and skills.

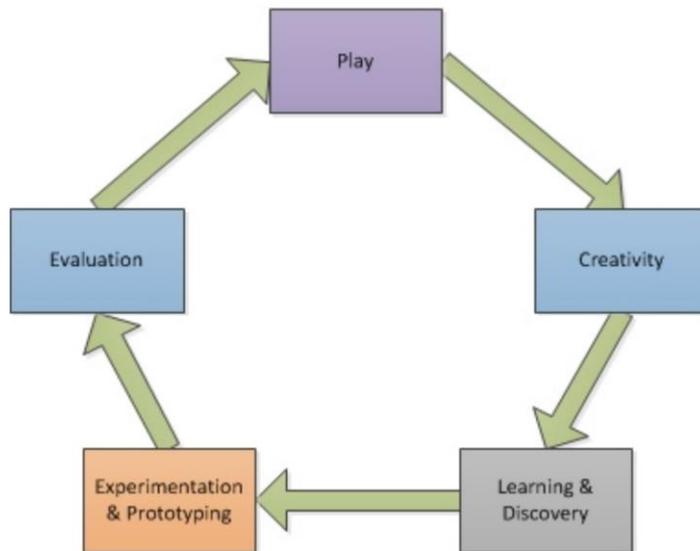
1. Staff at all levels take an active part in delivering the EYFS and are expected to participate in observations, tracking, planning next steps, play plans and learning journey's.
2. Observations, next steps, general and emerging interests are used as a basis for planning.
3. Focus activities will be planned weekly and these will promote each child's development and achievements.
4. As part of EYFS our curriculum will include British values. This will underpin children's, personal, social and emotional development (P, S, E).

British values will help children to (not conclusive)

- Learn right from wrong
 - Mix and share with other children
 - Be polite
 - Share
 - Table manners
 - Value others views
 - Know about similarities and differences between themselves and others
 - Challenge negative attitudes and stereotypes
 - Be respectful of others faiths and cultures
 - Learning about British traditions, seasons and weather.
5. Staff meetings are held half termly to discuss the children's next steps targets and discuss relevant topics. Daily and weekly discussions are held to focus on activities and opportunities for the children.
 6. Staff will be responsible for their key worker groups and will take an overall responsibility for these children. Senior staff will take an overview of each key worker assessments; making sure that records are relevant and kept up to date.
 7. Senior staff will be responsible for documenting planning.
 8. Training is made available for staff on all areas of curriculum planning.



Play to Innovate Cycle



Young people

Children and young people of all ages are able to participate and create their own club and personal group identities.

Staff members must seek to provide the opportunity for children and young people to be fully involved in participating in the service planning, delivery and evaluation.

Play Place recognises that children and young people have varying abilities to participate.

This process will be supported by:

1. Offering a variety of methods to gain feedback on the service provided (scribble pads, photography, survey monkeys, filming, discussions and so on).
2. Working with children and young people to agree and review programmes, ground rules and service problems.
3. Actively supporting young people to participate in broader participation opportunities such as local community groups, networks, youth forums and so on.
4. Involving young people in the design, decoration and equipment needs of their youth club.
5. Working with young people to review the effectiveness of areas of the service, and as appropriate, enable young people to contribute to the debriefing process.
6. Encouraging young people who are able to develop their own planning to complete funding applications or lead on particular projects; arranging outings and activities.
7. Work with young people to develop social skills that are reflective of British culture and to respect other's lifestyles and cultures.

Play Place youth projects and clubs promote self-expression and learning which will include our four key themes each session:

- Creativity and art.
- ICT based learning.
- Knowledge and social education.
- Games and sport.

The above themes will be delivered using a rolling programme to encourage as many young people to get involved in a diverse range of activities.

How the setting looks is very important. It does not have to be decorated to a high standard or contain expensive equipment, but young people must be encouraged to get involved in how the club looks and what is delivered.

Ownership of the youth work setting by young people is essential. Budget allowing, it may be worth considering having a 'members' fund'. This has previously been very successful in enabling young people to have some input in purchases that are made at a setting.

Young people are invited to suggest ideas for expenditure from the members' fund, and the group will then vote on the idea. This encourages ownership and invaluable lessons around team play and democracy.

Critical to our programme planning is the relationship of our work with the Every Child Matters framework. Every Child Matters: Change for Children is an approach to the wellbeing of children and young people from birth to age 19. The Government's aim is for every child, whatever their background or the circumstances, to have the support they need to:

- Be healthy.
- Stay safe.
- Enjoy and achieve.
- Make a positive contribution.
- Achieve economic wellbeing.

These Every Child Matters outcomes are therefore reflected in our programming. In addition, staff must seek to work in close partnership with other local service providers and ensure that young people will have plenty of opportunities to discuss issues that affect them as individuals and collectively.

Session planning

All Play Place projects should include a pre-session planning session and/or debrief at the end of each session. The focus of the debrief will be to assess how the session went, plan for next time and debrief how individual members of staff are feeling.

The Central Theme

Personal and Social Development

Youth work is concerned with the personal and social development of young people. The Three Core Principles are a vehicle through which to achieve this.

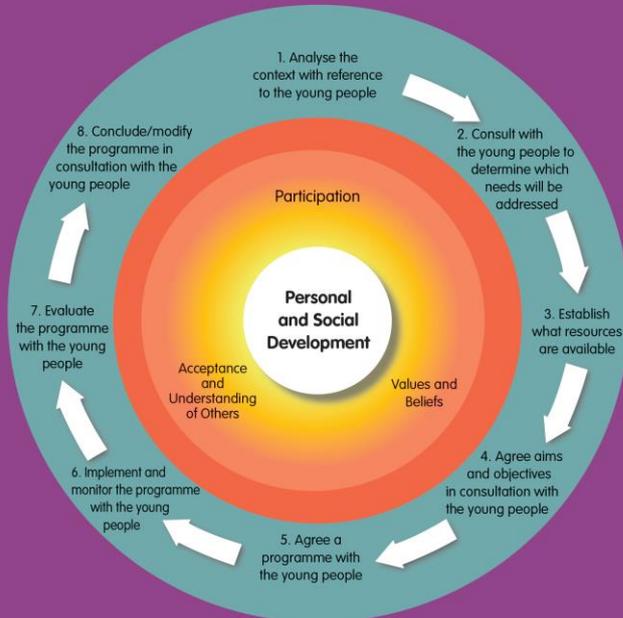
Personal and social development is about the young person gaining knowledge, understanding and awareness of him/herself as an individual and as an active participant in relationships with others. The relationship between the youth worker and the young person is a key factor in this process. Youth workers respond to young people with skilled interventions and carefully planned programmes to help them to...

- Experience enjoyment and achievement
- Sample activities and develop interests
- Build self-esteem and confidence
- Clarify personal attitudes, values and beliefs
- Develop identity and sense of independence
- Recognise, understand and respect difference
- Manage conflict and feelings
- Develop meaningful relationships
- Develop communication and social skills
- Identify and address inequalities
- Be involved in the community
- Acquire life skills and enhance employment prospects
- Develop respect for others



Curriculum and Programme Development Cycle

Including young people at the beginning of the development cycle will contribute to a more meaningful experience for them



2.3 Inclusive approach

At Play Place we believe it is the right for each child, young person, parent and carer to have access to a fully inclusive service or activity programme.

Play Place staff will:

1. Involve specialist support staff such as the Special Needs Co-coordinator (SENCO's), translators and others in our programme delivery.
2. Support children and young people with any particular identified need.
3. Ask for input and partnership working with parents who may contribute by confirming any specific need that should be addressed.
4. Involve children, young people and parents or carers by enabling them to use their own experiences to help us develop programmes and services.
5. Access grants and funding that help us promote a fully inclusive environment.
6. Plan activities that reflect our multi-cultural society.
7. Plan activities that recognise and include programme needs for those who have disabilities or additional needs.
8. Ensure that dietary needs or specific diet preferences are met.
9. Develop programmes that recognise the broad range of cultural and religious beliefs and festivals.
10. Adapt activities to ensure that play is fully inclusive.
11. Offer free choice play and activities and ensure that equipment is equally accessible for all.
12. Ensure that programme delivery for young people covers issues relating to gender, homophobia, sexuality, health education and anti-discriminatory behavior.
13. Respect everybody's values and deliver services in a non-judgmental way.
14. Challenge any form of oppressive and discriminatory behaviour by colleagues, other agencies, children, young people or parents.
15. Allow children and young people to develop their own independence and freedom to make choices that affect their lives.

Play Place believes that everybody deserves the right to a fair chance and all children, carers, families and professionals that we are in contact with are treated with fairness.

British values

British Values should be part of our everyday delivery and be embedded into daily practice; embracing diversity is key to installing British Values within our setting and groups.

British value's covers the following four key areas:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of different faiths and beliefs

What this means in practice:

Democracy

It is important that we offer and encourage children and young people the freedom of choice and opportunity, which will enable children to become confident. Children and young people must be given the opportunity to be expressive through communication; enabling them to be heard and listened to. Having time for one another and valuing other points of views will encourage children and young people to show consideration for others regardless of their background.

The rule of law

It is important that children and young people understand that there are rules to abide by; these are in place as a code of practice and to maintain safety. Children and young people can be a part of the decision making process and take ownership on their needs and requirements; whilst recognising that decisions can and will have a cause and effect. Guidance must be fair and everyone should understand what the procedures are, such as rules for lunchtime or tidying up at the end of a session.

Individual liberty

Children and young people should be able to be individual and need not be stereotyped. Children and young people should be able to explore and experiment to develop their personal identity and be confident to maintain a positive self-esteem. It is important to enable children and young people to communicate about feelings with others and that it is ok to have a difference of opinion, or to do things differently.

Mutual respect and tolerance of different faiths and beliefs

Diversity is a part of society; we want children and young people to be mindful and respectful to one another regardless of culture, religion, non-religion, gender, social background or heritage. It is important that we use appropriate language and use positive modeling to have an inclusive approach. Children and young people are to feel valued and that their own diversity is respected so that they feel included and that they are able to accept others opinions and lifestyles.

2.4 Special educational needs and disability (SEND)

A definition of Special Educational Needs or disability:

There are fundamental principles from a code of practice relating to Special Educational Needs and this can be found within the following legislation:

- Part 3 of the Children and Families Act 2014 and associated regulations.
- Special Educational Needs and Disability Regulations 2014.
- Equality Act 2010.
- EYFS 2012/2014.

For the purpose of the Play Place Group's policies and procedures, we are using aspects of this legislation.

Children have a learning difficulty if they:

1. Have a significantly greater difficulty in learning than the majority of the children of the same.
2. Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
3. Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language at their home, is different from the language in which they will be taught.

Co-ordination of SEND

The Special Needs Co-coordinator (SENCO) for the setting, is responsible, along with the setting Manager for the co-ordination of the day- to -day provision of education for children with special education needs (SEND). The SENCO will implement and apply Education and health care plans (EHC)

They will:

- Work with parents and support families through assessments process
- Give advice to staff;
- Compile the register of children with SEND;
- Maintain records of these children ;
- Liaise with parents and other professionals;
- Arrange extra support for children with SEND such as one- to- one staffing.

Support and resources available

We are able to provide:

- Work with parents and families
- Ease of access and facilities
- Trained and experienced staff
- Training as required
- Excellent adult to child ratios
- Support and seek funding
- Help from the Early Years Area SENCO and other professionals

Staff will signpost and make aware of the local offer to parents and stakeholders.

The local offer provides information on:

- Special educational provision
- Education health care plans and how to make an application for assessment
- Health provision
- Social care provision
- Other educational provision
- Training provision
- Travel arrangements for children and young people to schools, colleges and early years education
- Preparing for adulthood including housing, employment and leisure opportunities

Arrangements should regularly review and evaluate the quality and breadth of the support offered or what children and young people can access. Play Place will work in partnership with other local education providers to explore how different types of need can be met most effectively.

General Principles

1. A child or young person with special educational needs should have their needs met.
2. The special educational needs of children and young people will be maintained. Recognising the importance of health care plans as well as individual development plans particularly within the early years of development.
3. The views of the child and young person should be sought and taken into account.
4. Parents have a vital role to play in supporting their child's education.
5. Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

6. We will work with co-ordinated assessment processes to determine a child or young person's needs across education, health and care.
7. We will also replace statements of special needs and learning difficulty assessments with an education, health and care (EHC) plan for children and young people with complex needs.
8. We recognise the options of personal budgets for those with an EHC plan so they can choose which services are best for them and their family.
9. We develop positive and good communication with other services.
10. We regularly access SEND support for each setting to enable continuity for the child/young person and skills for staff.

The triggers for intervention may be identified when a child or young person:

1. Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
2. Continues working at levels significantly below those expected for children of a similar age in certain areas
3. Presents persistent emotional or behavioral difficulties, which are not helped by behaviour management techniques usually used in the setting
4. Has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment
5. Has communication and/or interaction difficulties and needs specific individual interventions in order to access learning

Triggers for referral for seeking help from outside agencies could be that the child:

1. Continues to make little or no progress in specific areas over a long period
2. Continues working at an early years curriculum substantially below that expected of children of a similar age
3. Have emotional or behavioral difficulties, which substantially and regularly interfere with the child's own learning or that of the age group, despite having an individualised behaviour management programme
4. Has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from specialist service
5. Have an ongoing communication and/or interaction difficulty that impede the development of social relationships and cause substantial barriers to learning

2.5 Managing behaviour

The staff should work together to promote positive behavior at all times:

1. Staff should praise desirable behaviour such as kindness and sharing so there is no risk of children and young people receiving adult attention only when they show undesirable behaviour.
2. There are times when a child or young person will challenge the boundaries and will not always respond to staff attempts to quell such behaviour. Staff should calm the situation and explain in simple terms why that form of behaviour is unacceptable.
3. Distracting the child or young person or removing them away from the situation may be used. Children are encouraged to apologise but this should not be forced if it would make the situation worse.
4. Children or young people should not be labeled 'naughty' or 'difficult' nor should techniques like the 'naughty chair' or being banned from settings be used. These are not constructive or effective.
5. Physical punishment should never be used in a setting under any circumstance. This includes smacking, shaking, treating roughly, and shouting in a threatening manner and inappropriate body language etc. Any member of staff found to have used these methods is subject to disciplinary proceedings, which could lead to instant dismissal.
6. Ground rules regarding behaviour should always be made clear and explained to children and young people. These rules must be applied consistently, as failure to do this will confuse the children and young people.
7. In any case of misbehavior it should always be made clear to the child or young person that it is the behaviour that isn't welcome not the child or young person.
8. Rules regarding behaviour should be explained to children or young people and applied consistently; failure to do this will only confuse the situation.
9. Parents will be informed if a child or young person's behaviour becomes increasingly challenging and difficult.
10. Close liaison will be sought between staff and parents at the setting to enable the management of behaviour to remain consistent.
11. In cases where extra support is needed links with external early year's and young people's behavior co-coordinators will be sought for extra guidance and support.

2.6 Physical Intervention

Staff will work positively with children and young people and, where possible, always take the necessary action to prevent restraint being needed.

Restraint will only ever be used for the following reasons:

- To prevent a child or young person from self harm.
- To prevent a child or young person from harming others.

In the event of this action being required:

- Two staff (where possible) should be present
- The child or young person will be removed from the situation and location
- Staff should deal with the child or young person in a calm and composed manner as possible
- Physical restraint must be kept to a minimum
- All activities involving physical restraint must be documented and the statements signed by the staff involved, the manager and parents and young person

2.7 Bullying

Play Place takes a strong view on bullying and harassment and will not tolerate any forms of bullying whether physical, verbal or emotional. We aim to ensure that children are treated fairly using the following strategies:

1. Reinforcing positive models through role play
2. All situations or allegations relating to bullying must be reported to the setting manager
3. Clear strategies and action plans will be created with the aim to eliminate any situations arising
4. Open discussions with parents will take place as directed by the manager
5. Open discussions with children and young people will take place as directed by the manager
6. Setting managers and staff will act on any complaints or concerns parents have within a reasonable time frame
7. All staff will deal with situations with sensitivity and discretion but adhere to the confidentiality policy
8. Every effort will be made to find an amicable solution without excluding the child or young person from the setting
9. We encourage children and young people to show respect and care for one another and the environment they live in
10. We use the curriculum to implement personal, social and emotional development
11. We treat each child and young person fairly and individually
12. All incidents of bullying will be recorded in the incident book along with an action plan

2.8 Late collection

If a child hasn't been collected within 15 minutes of closing at the end of a session and the parent or carer has not made contact the following will be put in place:

1. Member of staff should telephone the parents/on all numbers given (not just landline)
2. If no contact is made, then the emergency contacts given on the enrolment or application form should be telephoned
3. The line managers must be informed
4. Two members of staff should stay with the child until he or she is collected, remaining calm and reassuring throughout
5. If all attempts to contact parents are unsuccessful then a member of staff must contact the duty social worker for advice on further action
6. The Team Leader and Director must be kept informed about the situation as it progresses

*** The contact telephone for children's services is at the front of this manual**

2.9 Collection of a child or young person from another setting

Children and young people should feel at ease when collected from other settings. Whether walking or being transported in a car or minibus, it should be a positive experience.

Managers must take responsibility for staff, children and young people from other settings.

The staff member is responsible must act responsible and conduct themselves in an appropriate manner, putting the welfare and safety of the child or young person first.

Managers must agree on safe ratios and take into consideration each child or young person's individual needs.

Risk Assessments must be in place and, if necessary, wrist attachments used for younger children.

Staff identification must be worn.

The setting details must be carried by staff members (in case of an emergency) at all times.

Members of staff must follow Play Place's policy on vehicles.

2.10 Sleep and rest time

Babies, children and young people with SEND may need to sleep and rest during the day. This must always meet the individual needs of the child or young person and parents and carers must be involved in the planning for this.

1. Each child or young person will have their own bed/cot and bedding.
2. Children or young people will never be forced to sleep.
3. Rest may be encouraged by listening to low level music.
4. Children and babies will be regularly checked throughout the sleep or rest period.
5. Young people's privacy will be recognised whilst ensuring the young person remains safe.
6. The appropriate number of staff (in line with Ofsted requirements) should supervise sleeping and resting babies and children.
7. Children will be able to sleep for agreed periods of time and will be gently woken if they sleep for longer periods.
8. Children and young people's personal care will be addressed on waking.
9. Cots, beds and bedding will be cleaned regularly.
10. Where children fall asleep in play areas, they must be carried to an appropriate place where they can rest safely.
11. Clothing may need to be loosened/removed if the child is likely to get hot during their sleep period.

2.11 Outside space

Early years and after school

It is important for young children to have access to an outdoor area, on a regular basis. Wherever possible, this should be a 'free flow' access.

1. Staff must ensure that the outdoor space is secure at all times and checks must be carried out before children have a full access.
2. Staff must be aware of wild and domestic animals that may access the garden and check the area regularly for any excrement.
3. Dangerous plants must be removed.
4. Children should have the opportunity to explore independently, but staff must be aware of risks that children may take and ensure that appropriate safety measures are taken in the garden environment and ensure appropriate safety measures taken.
5. Equipment must be regularly checked and be in good order.
6. First aid equipment must be available and easily accessible.
7. Parents should be told about the daily needs for their children according to the weather and activities, for example, sun lotion, hats, wellington boots and coats.
8. Children will have the opportunity to play out in all weather conditions, but appropriate precautions should be taken 'for example, in warmer weather a canopied shaded area to play should be available.

Older children and young people

Use of outdoor space by older children and young people (for example, at Youth clubs) often depends on weather and activities. But the following guidelines should be observed:

1. Check the area for animal excrement
2. Check the area for sharp objects such as pieces of glass and needles
3. Make sure you have enough staff members to support the young people, especially if only part of the group want to go outside
4. First aid equipment and mobile phones are accessible

2.12 Trips and Outings

Before an outing takes place a risk assessment must take place.

Risk assessments give a clear agenda to an outing and help solve unexpected events. Risk assessments may be used more than once, but must be reviewed each time of use, amendments made where necessary and dated each time.

Outing plans should always be agreed with a Director and never be changed or adapted without the prior consent of a Director. This includes dealing with unforeseen circumstances whilst out.

Where appropriate, all venues should be booked in advance.

Our preferred transport provider should always be used on longer outings; please contact the Team Leader/Director for more details.

If a minibus is being used, drivers should be suitably qualified to drive and hold a license, which allows them to drive such vehicles (See vehicle drivers).

These guidelines must be adhered to when planning and delivering a group outing:

1. A child or young person will only be permitted to join any planned outing if the parent or carer has given written permission
2. The correct staff ratios on outings are maintained at all times
3. First aid equipment must be taken on all outings; children and young people who take medication on a regular basis for allergies or illnesses such as asthma must be catered for in particular
4. The following information must be documented in the 'outings book' before leaving the setting: staff, children or young people's full name, date, time and destination of the visit. A list of the children and young people's home contact numbers must also be taken on the outing
5. A register check must be taken before you depart and when you prepare to return to your setting or venue; regular head counts must be carried out throughout the outing
6. Individual staff must be clear which children or young people they are responsible for and know their whereabouts at all times.
7. Younger children should wear identity badges that clearly state the group, leader and telephone contact number
8. Any accompanying parents are responsible for their own children unless otherwise agreed

2.13 Food and drink

At all Play Place settings, we promote healthy eating and encourage children and young people to be aware of their diets.

Early Years and After School

1. Water is on offer at all times and bottles from home may be used at our settings.
2. Each child will be provided with milk or water and a healthy snack such as a piece of fruit during the day.
3. Where meals are provided it is important that they are balanced and nutritional.
4. Children's dietary needs should be supplied on enrolment forms and will be discussed at that time and as part of an ongoing process. All members of staff must be aware of any particular dietary needs of individual children.
5. Children should be allowed to make decisions for themselves about food and drink. Where possible independence should be encouraged and supported; for example, children should pour their own drinks, collect cups, chop fruit and prepare the table area.
6. Great care must be taken at all times with hot drinks; children's drinks must be prepared at warm temperature so children will not burn their mouths. Adults must keep all hot drinks out of the reach of children, at all times.
7. Staff must give time to children to enjoy their snacks and meals in a sociable environment.

Young people

As part of the youth programme, staff may prepare snacks or support children and young people with cooking projects.

1. It is important to be aware of, and promote, healthy eating in a project
2. Health and safety good practice must be adhered to and ideally one member of staff should hold a food and hygiene certificate.
3. All parents/carers must state any dietary needs on their registration form and staff must be aware of any dietary needs in the setting.
4. Care must be taken at all times when consuming hot drinks; they must be kept out of the reach of younger children, and must not be left on low surfaces.
5. Children and young people must not prepare food unsupervised.

2.14 Hygiene when handling food and drink

Staff must adhere to food hygiene standards and act on advice from the Food Standards Agency and Environmental Health.

Staff must wash hands thoroughly before handling food.

Disposable gloves and aprons should also be worn for the handling of food.

All staff, children and young people should wash hands before snack time or any activity involving food.

Tables should be wiped down before and after snack time.

Equipment that is required should be available – such as tongs for serving.

Any member of staff known to have an infection, cuts on hands, whitlows or any skin complaint must seek advice from their line manager before handling food.

Appropriate plasters must be used to cover wounds.

After preparation of food or a food activity, staff must ensure the kitchen or food preparation area is left clean and tidy.

Staff members who handle food regularly must attend a Certificate in Food Hygiene course to gain a certification of competence.

2.15 Anti discriminatory practice

The Play Place group is committed to working in an anti- discriminatory way. Play Place believes that it is the right of all individuals to be treated with respect and as an equal. All children, parents and staff will be valued and a sense of belonging promoted in an environment that is safe.

All staff employed by the Play Place Group will be expected to help provide an environment that enables children and young people to develop a positive attitude to differences of race, culture, language, religion, gender and ability.

Derogatory behaviour in any form will not be tolerated by staff, parents, young people or children and will be challenged accordingly.

1. All children and young people will be respected and valued.
2. Staff will provide a topic based structure which is then incorporated into the play and learning activities in the Early years.
3. Children and young people are encouraged to choose their activities from a large selection of toys and equipment that is appropriate to their individual development stage.
4. Activities and play equipment will offer opportunity to learn in a non-prejudiced environment and to value differences.
5. Opportunities to learn to explore differences between themselves and others through the use of books, jigsaws, role-play and by marking celebrations of a variety of festivals and so forth.
6. Staff must never use derogatory terms or stereotypes, but should promote understanding and appreciations of differences in the curriculum.
7. Equipment will be available to all children and should not promote any form of segregation.
8. Staff will encourage children and young people to work at their own pace and to promote themselves as individuals.
9. Staff will encourage children and young people to respect others, and treat them as they would wish to be treated themselves.
10. Each child or young person will be offered a service by staff that provides a positive approach to their individual needs.

Staffing and recruitment

1. The Play Place Group has a non-discriminatory approach to employment and recruitment.
2. We actively advertise posts in a variety of media in order to attract staff from a cross section of society.
3. In the interest of fairness promotional opportunities, training and pay increments will be made available to staff as opportunities arise.
4. It is unlawful to discriminate directly or indirectly in recruitment or employment because of any of the nine 'protected characteristic' in the Equality Act 2010. These are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Staffing/Working practice

1. Equal opportunities training are obligatory for all staff members that are employed by the Play Place Group.
2. All staff members are supported to offer accessible and inclusive services to children, parents and fellow professionals.
3. Staff members are supported to promote an anti- discriminatory service.
4. Staff members are supported to highlight and challenge issues of equality that which may arise.
5. Staff members will be supported to understand the importance of providing positive role models.
6. All staff members have equal rights and the access to opportunities to develop professionally.

Communication and accessibility

1. Communication between Play Place Group, staff and parents is a fundamental part of our service provision.
2. It is essential that home languages are respected and, where possible, translators will be used to ensure that communication is clear.
3. All services will endeavor to use bilingual posters, books and signs.
4. All managers will access equipment on a regular basis and where necessary, identify gaps in equipment for children in relations to sensory, ability or cultural needs.

The legal framework for further reference

Disabled Person Act 1944-1986

Sex Discrimination Act 1975

Education Act 1981

Disabled Person Act 1986

Children's Act 1999 (plus guidance and regulations)

NHS and Community Care Act 1990

Human Rights Act 1998

Care Standards Act 2000

Special Educational Needs Code of Practice

Equality Act 2010

Children Act 1989

(The Equal Pay Act 1970, Race Relations Act 2000 and Disability Discrimination Act 2005 have all been consolidated and replaced by the Equality Act 2010)

2.16 Monitoring and Evaluation and Data Base

Monitoring and evaluation is very important to our success. Our monitoring and evaluation data base system is fully integrated and enables us to monitor key factors across all settings.

The monitoring and evaluation process serves four key purposes for our settings:

1. Gaining basic data.
2. Gaining essential information for promoting the work of our settings to commissioners, funders and agencies such as Ofsted.
3. Identifying children's 'development gaps' and steering of our curriculum accordingly.
4. Identifying numbers of young people taking part in activities.

The process of gathering data has been developed to be as simple as possible while also capturing a cross section of information including:

1. Basic details such as age, cultural, background and so on.
2. Specific/extra support provided.
3. Individual developmental progression based on base line assessments and the key learning targets.
4. Data is used within General Data Protection Regulations (GDPR)