



## **Policies and Procedures**

(August 2020 Edition)

### **Contents**

#### **Section One – Play Place Group; an overview and key contacts**

- 1.1 An overview of our companies
- 1.2 Play Place Childcare Services Ltd
- 1.3 Play Place Innov8 CIC
- 1.4 PP Commercial Ltd
- 1.5 Nursery contacts
- 1.6 Youth contacts
- 1.7 Regulatory Board
- 1.8 Commissioner contacts

#### **Section Two - Working with our children, young people and families**

- 2.1 Settling in
- 2.2 Curriculum and participation
- 2.3 Inclusive approach / British Values
- 2.4 Special educational needs and disabilities (SEND)
- 2.5 Managing behavior
- 2.6 Physical intervention
- 2.7 Bullying
- 2.8 Late collection
- 2.9 Collections from another setting
- 2.10 Sleep and rest
- 2.11 Outside space
- 2.12 Trips and outings
- 2.13 Food and drink
- 2.14 Hygiene when handling food and drink
- 2.15 Anti discriminatory practice
- 2.16 Monitoring and Evaluation and Data Base

## **Section Three – Health and safe practice in our settings**

- 3.0 DSL's Designated Safeguarding Leads
- 3.1 Safeguarding
- 3.2 Child protection
- 3.3 Exploitation of children and young people
- 3.4 Preventing extremism and radicalisation
- 3.5 Gang Culture and Violence
- 3.6 Female Genital Mutilation (FGM)
- 3.7 Missing children
- 3.8 Drug and Alcohol use amongst young people
- 3.9 Social Networking
- 3.10 Photography
- 3.11 Mobile Phone use
- 3.12 Health and safety
- 3.13 Evacuation and contingency
- 3.14 Accidents
- 3.15 Medication
- 3.16 Exclusion on health grounds
- 3.17 Personal care
- 3.18 Environmental health - Infection Control
- 3.19 Waste management
- 3.20 Manual handling
- 3.21 Adverse Weather
- 3.22 Domestic Abuse
- 3.23 E Safety
- 3.24 Fabricated induced illness
- 3.25 Working Alone
- 3.26 Covid 19
- 3.27 Covid 19 – November 2020 Update

## **Section Four – Working with our parents and carers**

- 4.1 Confidentiality
- 4.2 Data protection
- 4.3 Working in partnership with parents and carers
- 4.4 Charges
- 4.5 Complaints

## **Section Five - Managing our staff**

- 5.1 Recruitment
- 5.2 Staff training
- 5.3 Students and volunteers
- 5.4 Inductions
- 5.5 Non attendance in the workplace
- 5.6 Finance
- 5.7 Company vehicles and petrol claims
- 5.8 Harassment in the workplace
- 5.9 Investigation procedures for staff
- 5.10 Whistle blowing

## 5.11 Team Meetings and Supervision

### Section One

#### Play Place Group overview and key contacts

- 1.1 An overview of our Companies
- 1.2 Play Place Childcare Services Ltd
- 1.3 Play Place Innov8 CIC
- 1.4 Transitions Ltd
- 1.5 Nursery and Crèche setting contacts
- 1.6 Youth club contacts
- 1.7 Regulatory Board
- 1.8 Commissioner contacts



## 1.1 An overview of Play Place

Play Place consist of three independent companies that form the Play Place family group of companies:

- **Play Place Childcare Services Ltd (Company Number 3750615)** - Providing Ofsted registered childcare, nursery, crèche and after school opportunities in and around Croydon and Kent.
- **Play Place Innov8 CIC (Company Number 6270463)** - A community interest company providing a range of services and activities on a not for profit basis for children, young people and communities.
- **Transitions Ltd (Company Number 08180963)** - Delivering commercial activities such as Play Pods, Inflatable bouncy castles, room hire at our Bromley, Orpington, and New Addington Family Community Hubs and training activities to raise funds for increased youth projects that are delivered by Play Place Innov8 CIC.

## 1.2 Play Place Childcare Services Limited

Play place childcare services provides Ofsted registered early years, nursery, crèche and after school opportunities; our services are registered and regulated by Ofsted.

Each setting has a senior management team who are responsible for operational delivery on site. Managers work with staff teams to create a warm, welcoming and safe environment for children to have fun and learn through play.

Our qualified and experienced staff use their expertise to develop a curriculum that identifies children's developmental needs and emerging interests. We use the Early Years Foundation Stage (EYFS) development matters for children aged birth to reception years and theorists approaches to support children's milestones and delivery. We offer staff training to build on their existing knowledge, skills and abilities; this enables us to be up to date in our current practice.

Our observational systems enable us to develop activities that stimulate children's learning and engage with the characteristics of effective learning. We want children to play and explore, be active and motivated in their learning and be creative and critical in their thinking at all ages. We want children to continue to develop on their underpinning knowledge and skills.

We put a strong emphasis on play and recognise that this a fundamental part to each child's individual learning and fun. Playwork principals are a foundation to our delivery, particularly within our after school provision. Play enriches children's lives, freely chosen allows personal discovery and direction.

Our settings all have an open door approach for families, we want our groups to be a place for the whole family, where they feel welcomed and accepted. We value the families that we provide a service to and believe that strong partnerships evolve when there is good communications between parents, keyworkers and the staff team.

We work in partnerships with other professionals to encompass the child's learning and well being. We work with health professionals to support children with health, development and special educational needs and disabilities (SEND). We use specialist qualified providers to enhance our curriculum such as dance teachers, sports coaches, and African drummers. We work with local early years teams to support children's learning and promote good standards. We have good relationships with our venue providers to sustain stability to each service.

### 1.3 Play Place Innov8

Play Place Innov8 CIC is a Community Interest Company that delivers not-for-profit services for children, young people and communities. Transparent salaries and costs are paid to staff who deliver services which advance our community interest objectives and surpluses and capital assets are used in line with our constituted objectives. Play Place Innov8 CIC assets are 'locked' in line with the CIC Regulators guidelines.

A Board of Directors support service delivery and ensure that our work is transparent.

We put a high emphasis on:

- Community development and participation
- Promoting services that get communities working together
- Helping those who want to get involved in the community that they live

Play Place Innov8 CIC deliver services and activities that are considered (by the Directors group) to fit our constituted community interest objectives. Our "Big Idea" is that '**Everyone Counts**' and our mission is to offer people tailor-made activities that empower them to achieve their full potential – regardless of their circumstances.

Our Unique Selling point (USP) is that whilst we support children and young people, we take a whole community approach to respond to need. Therefore, the activities we provide include a broad range of learning and fun opportunities including:

- Universal youth clubs and holiday schemes
- Targeted activities that reduce current and future poverty including projects that address gang, unemployment and criminal related issues
- Outreach and detached programmes including the Croydon Community Bus
- Community hubs management and activities
- Supporting volunteers and other third sector groups to set up local activities
- Providing resident and community groups with training (Through our AQA accredited programme)
- Working with organisations to develop community companies or projects
- Social enterprise projects that support CIC funds

Our work is planted in communities that have high levels of rural, social or financial deprivation and we put a high profile on Asset Based Community Development (Community adult and group engagement, volunteering and underused community resources).

## 1.4 Transitions Limited

Transitions Ltd provides a range of services and activities that are designed to support the financial stability of Play Place Innov8 CIC. The company is owned by Play Place Innov8 CIC. Transitions delivers services that are commercially driven and do not fit the not for profit community constitution of Play Place Innov8 CIC. They are generally services that are not exempt from VAT.

The type of services provided include:

- Delivering commercial party opportunities
- Hall and space hire
- Inflatable castles
- Treasure box scrap
- DVD and film production project
- Community Hub Management
- Training of staff
- Consultation support work
- Corporate activities

## 1.5 Play Place Childcare Services

### Early Years groups

Site	Address	Phone	URN
Busy Bees Pre School	Busy Bees South Croydon Baptist Brighton Road South Croydon, CR2 6EJ	07786 194656	EY429584
Little Angels Pre School	Little Angels Sanderstead Methodist Limpsfield Road Sanderstead, CR2 9DA	07766 107303	957401
Building Blocks Pre School	Building Blocks St Barnabus 69 Higher Drive Purley, CR8 2HR	020 8660 5055	EY429584
Wayside Nursery	21 Wayside Fieldway Way New Addington Croydon, CR0 9EP	07747 827842	EY292409
The Ark Nursery	Stone Baptist Church 42 Hill House Road Stone Dartford. DA2 6HQ	07552 217286	EY539836
Sunnyside Pre School	Sunnyside Community Hall Rusthall Road Tunbridge Wells TN4 8RA	07534 810779	2569873

### After School groups

Site	Address	Phone Contact	URN number
Rusthall After School	Rust Hall After School St Paul's Primary School High Street Rusthall Tunbridge Wells, TN4 8RZ	07768 228523	EY411961
Purley After School	Purley After School Purley youth Centre 906A Brighton Road Purley Surrey, CR8 2IN	07908 245625	EY552879
Play Place at St Marks Tunbridge Wells	St Marks C of E Primary School Ramslye Road, Tunbridge Wells, Sussex.TN4 8LN	07544 366980	EY558377
Play Place at Hawkhurst After school	Play Place at Hawkhurst Hawkhurst Church of England Primary School,Fowlers Park Rye Road Hawkhurst Kent. TN18 4JJ	07769 750159	2553566

## 1.6 Youth Projects

Site	Address	Funder
Our Space	Various locations	Community Fund Croydon council KCC CAF Various

Project	Contact address	Funder
Turpington Community Hub	Community Family Hub Turpington Lane Bromley	Social Enterprise
Wayside Community Hub	Community Family Hub 21 Wayside Fieldway New Addington	Social Enterprise
Mountfield Community Hub	Sandway Road St Mary's Cray Bromley	Social Enterprise
Penge Community Hub	Queen Adelaide Road Penge SE27	Social Enterprise
CABS schools	Community Family Hub 21 Wayside Fieldway New Addington	Schools & YOS
YES	Community Family Hub 21 Wayside Fieldway New Addington	ESF
SUB – Community Bus	Various Locations	Reaching Communities

Site	Contact Address	Funder
Westerham Community Bus and Arts Project	Westerham Juniors School and Detached	Westerham Town Awards for All Sevenoaks District

## 1.7 Regulatory Board for registered provisions

Ofsted (The office for standards in Education) can be contacted in the following ways:

### In writing

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

### Online

[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### Telephone

General helpline	0300 123 1231
About education or adult skills	0300 123 4234
Prefix for Type Talk	18001
For text phone/Minicom users	0161 618 8524

The above help lines are open from 8.00am to 6.00pm - Monday to Friday:

## 1.8 Local Authority, Safeguarding and commissioning contacts

Local Authority	Contact	Address	Telephone no.
London Borough of Bromley	General enquiries	Civic Centre, Stockwell Close, Bromley BR1 3UH.	0208 464 3333
London Borough of Bromley	Email: <a href="mailto:mash@bromley.gov.uk">mash@bromley.gov.uk</a>	Civic Centre, Stockwell Close, Bromley BR1 3UH.	020 8461 7373 / 7379 /7026/7309
London Borough of Bromley  Early Help	Early help Bromley childrens project	Bromley Central library High Street Bromley BR1 1EX	0208 461 7259
London Borough of Bromley	Social care (children)	Civic Centre, Stockwell Close, Bromley BR1 3UH	020 8461 7373/7379/7026  Out of hours  0300 303 8671
London Borough of Bromley	Local Authority Designated Lead LADO	Email:lado@bromley.gov.uk	0208 461 7669 / 0208 313 4325  Out of hours: 0300 303 8671
London Borough of Croydon	General Enquiries	Bernard Weatherill House, 8 Mint Walk, Croydon CR0 1EA	020 8726 6000
London Borough of Croydon	Croydon Children's Services	Bernard Weatherill House, 8 Mint Walk, Croydon CR0 1EA	0208 726 6400 (24 hours)
London Borough of Croydon	Early help	Email: <a href="mailto:Earlyhelp@croydon.gov.uk">Earlyhelp@croydon.gov.uk</a>	
London Borough of Croydon	Marv Team Single point of contact (SPOC)	Bernard Weatherill House, 8 Mint Walk, Croydon CR0 1EA  <a href="mailto:childreferrals@croydon.gov.uk">childreferrals@croydon.gov.uk</a>	020 8726 6464  0208 255 2888
London Borough of Croydon	Community Fund Croydon Council	Bernard Weatherill House, 8 Mint Walk, Croydon CR0 1EA	020 8726 6000
London Borough of Croydon	Local Authority Designated Lead LADO	Email: <a href="mailto:Steve.hall@croydon.gov.uk">Steve.hall@croydon.gov.uk</a>  Email: <a href="mailto:LADO@croydon.gov.uk">LADO@croydon.gov.uk</a>	Steve Hall 0208 726 6000 Ext84322 07825 830328  0208 255 2889
Kent County Council	General enquiries	County Hall, Maidstone ME14 1XQ	03000 421126

Kent County Council	Social services Email <a href="mailto:social.services@kent.gov.uk">social.services@kent.gov.uk</a> .	County Hall, Maidstone ME14 1XQ	03000 411111  (text relay 18001 03000 41 11 11) day time  03000 419191. Out of hours
Kent County Council	Early Help	Email: <a href="mailto:earlyhelp@kent.gov.uk">earlyhelp@kent.gov.uk</a>	Central: 03000 414141 Dartford: 03000 42 1542 Tunbridge Wells: 03000 41 62 00
Kent County Council	Local Authority Designated Lead LADO	Email : <a href="mailto:Kentchildrenslado@Kent.gov.uk">Kentchildrenslado@Kent.gov.uk</a>	03000 410888

Sevenoaks District Council	General enquiries	Council Offices Argyle Road Sevenoaks Kent TN13 1HG	01732 227000
KCC Our Space	Andy Jones	<a href="mailto:Andy.jones@kent.gov.uk">Andy.jones@kent.gov.uk</a>	
Croydon Council – Our Space	Emily Collinsbeare	<a href="mailto:Emily.collinsbeare@croydon.gov.uk">Emily.collinsbeare@croydon.gov.uk</a> 077789 395684	
Westerham Town Council	General enquiries	Russell House, Barleys Meadow, Market Square, Westerham, Kent TN16 1RB	01959 562147

## KENT CYPE – Education Safeguarding Team Contacts

### County Local Authority Designated Officer Contacts

The County LADO Service deals with allegations against staff who work with children either in education or the wider children’s workforce.

If you need to speak to the LADO Service regarding an **allegation** against a member of staff **please make contact with one of the Contact & Referral Officers on the below number or complete a referral form**. Your details will be taken and passed to the LADO on duty that day. The same LADO will support you through the process until the matter has been resolved. Please note that the LADO service no longer works on an area basis.

<b>County LADO Service contact number: 03000 410 888</b> <b>Email: <a href="mailto:kentchildrenslado@kent.gov.uk">kentchildrenslado@kent.gov.uk</a></b>	
<b>Kroner House</b>	
<b>Ali Watling</b> <b>County LADO Manager</b>	<b>Contact &amp; Referral Officer &amp; PA to  LADO Manager Emma Cumberbatch</b>  <b>Contact &amp; Referral Officer  Sára Blenkinsop</b>
<b>Lorrisa Webber</b> <b>LADO</b>	<b>Hollie Priestley</b> <b>LADO</b>
<b>Marie Jackson</b> <b>LADO</b>	<b>James Borland</b> <b>LADO</b>
<b>Susannah Burden</b> <b>LADO</b>	
<b>Link to Referral form: <a href="https://www.kscb.org.uk/procedures/local-authority-designated-officer-lado">https://www.kscb.org.uk/procedures/local-authority-designated-officer-lado</a></b>	
<p>If a call is <u>urgent</u> i.e. <b>a child is in immediate danger and requires safeguarding</b> call through to the <b>Front Door on: 03000 41 11 11</b></p> <p>Urgent child protection issues outside of office hours: Call <b>Out of Hours on: 03000 41 91 91</b></p>	

## Section 2

### Working with children, young people and families

- 2.1 Settling in
- 2.2 Curriculum and participation
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## 2.1 Settling in

### Early Years and 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.
3. Signpost parents where to collect children's work and belongings
4. Discuss with parents or carers how the child settles and how the session went.
5. 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

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:

- Ensure children leave with a recognised adult.
- Discuss with the parent or carer how the child settles and identify any ways in which the staff can help.
- 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.
- 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.
- 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

The curriculum for learning through play is developed using the Characteristics of Effective Learning which are incorporated into the seven areas of learning. All seven areas of learning overlap and complement a child's development, learning and well-being; this should be encompassed into 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.

Communication and language not only encourages social interaction, but promotes a range of words including new words that inflates knowledge. Topics and story time allow new words into everyday learning.

Children should celebrate life and enjoy new experiences that encourages exploration and drives critical thinking. We want all children to be successful learners by providing opportunities to reach their full potential and developmental milestones. We want to build strong relationships with parents and work in partnerships through good communication and home learning opportunities.

Every child has a range of experiences that they bring with them: backgrounds, lifestyle, culture, interests and more, these are key to building on their existing experiences. Cultural capital underpins foundations to opportunity through a curriculum that offers wider extended learning and play experiences that are made available to all children and their families; which also give those who may not have the same opportunity learning experiences that will match their peers.

We not only want to give a best start for their immediate lives but an infrastructure that drives aspiration, curious minds and success for the future; breaking down the boundaries of social inequality and stereotyping.

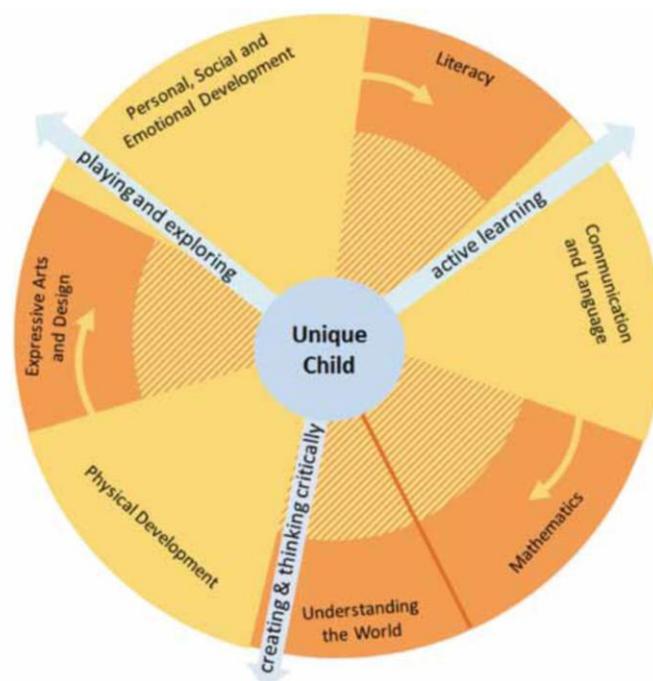
We work as an organisation to signpost our families through our partner company Play Place Innov8 to wider events and opportunities that are available through our commissioned and partnered work.

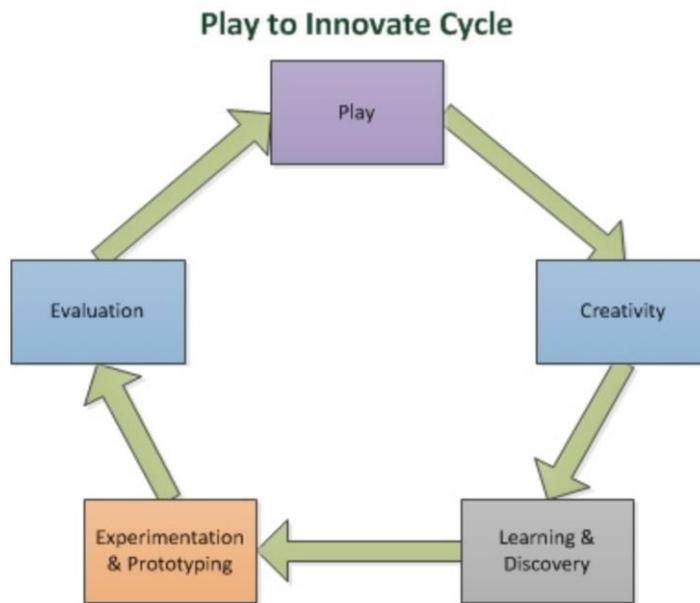
1. Staff at all levels take an active part in delivering the EYFS and are expected to participate in observations, tracking, planning next steps, play plans and learning journeys.
2. Observations, next steps, general and emerging interests are used as a basis for planning.
3. Focus activities will be 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
- Develop table manners
- Value other views
- Know about similarities and differences between themselves and others
- Challenge negative attitudes and stereotypes
- Be respectful of other 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.





## 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 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.

The Every Child Matters outcomes are 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.

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.

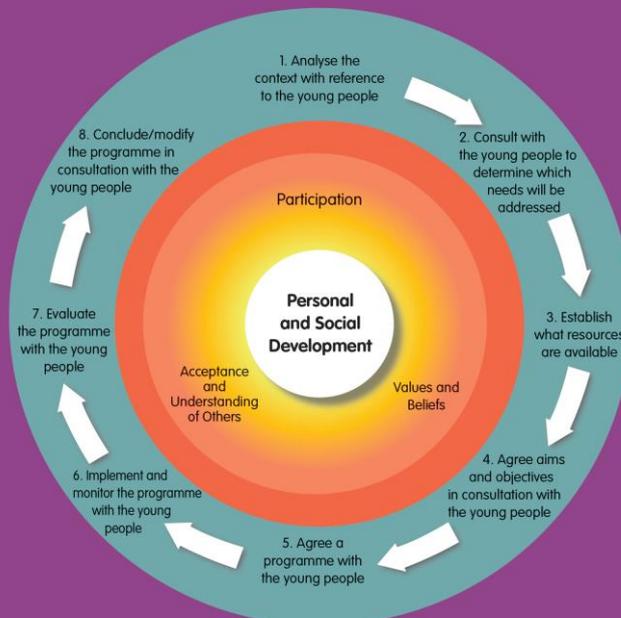
Personal and social development is about the young person gaining knowledge, understanding and awareness of him/herself as an individual and as an active participant in relationships with others. The relationship between the youth worker and the young person is a key factor in this process. Youth workers 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 2012/2014/2017

For the purpose of the Play Place 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 (EHCP's)

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 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 replace statements of special needs and learning difficulty assessments with an education, health and care (EHCP) for children and young people with complex needs.
8. We recognise the options of personal budgets for those with an EHCP 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:

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

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

- Continues to make little or no progress in specific areas over a long period
- Continues working at an early year's curriculum substantially below that expected of children of a similar age
- 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 individual behavior management programme
- Has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from specialist service
- Have an ongoing communication and/or interaction difficulty that impede the development of social relationships and cause substantial barriers to learn

## 2.5 Managing behaviour

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

- 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.
- 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; it is important to talk, discuss and listen.
- 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 will make the situation worse.
- Children or young people should not be labelled 'naughty' or 'difficult' nor should techniques like the 'naughty chair' or being banned from settings be used. These are not constructive or effective.
- 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.
- 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.
- In any case of misbehaviour 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.
- Rules regarding behaviour should be explained to children or young people and applied consistently; failure to do this will only confuse the situation.
- Parents will be informed if a child or young person's behaviour becomes increasingly challenging and difficult.
- Close liaison will be sought between staff and parents at the setting to enable the management of behaviour to remain consistent.
- In cases where extra support is needed links with external 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
- 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:

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

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

- Staff must ensure that the outdoor space is secure at all times and checks must be carried out before children have a full access.
- Staff must be aware of wild and domestic animals that may access the garden and check the area regularly for any excrement.
- Dangerous plants must be removed.
- 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.
- Equipment must be regularly checked and be in good order.
- First aid equipment must be available and easily accessible.
- 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.
- 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:

- Check the area for animal excrement
- Check the area for sharp objects such as pieces of glass and needles
- Make sure you have enough staff members to support the young people, especially if only part of the group wants to go outside
- Ensure First Aid equipment and mobile phones are accessible

## 2.12 Trips and Outings

Before an outing takes place, a risk assessment must be carried out.

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:

- A child or young person will only be permitted to join any planned outing if the parent or carer has given written permission
- The correct staff ratios on outings are maintained at all times
- 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
- 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
- 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
- Individual staff must be clear which children or young people they are responsible for and know their whereabouts at all times.
- Younger children should wear identity badges that clearly state the group, leader and telephone contact number
- 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

- Water is on offer at all times and bottles from home may be used at our settings.
- Each child will be provided with milk or water and a healthy snack such as a piece of fruit during the day.
- Where meals are provided it is important that they are balanced and nutritional.
- 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.
- 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.
- 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.
- 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.

- It is important to be aware of, and promote, healthy eating in a project
- Health and safety good practice must be adhered to and ideally one member of staff should hold a food and hygiene certificate.
- All parents/carers must state any dietary needs on their registration form and staff must be aware of any dietary needs in the setting.
- 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.
- 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.

- All children and young people will be respected and valued.
- Staff will provide a topic-based structure which is then incorporated into the play and learning activities in the Early years.
- 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.
- Activities and play equipment will offer opportunity to learn in a non-prejudiced environment and to value differences.
- 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.
- Staff must never use derogatory terms or stereotypes, but should promote understanding and appreciations of differences in the curriculum.
- Equipment will be available to all children and should not promote any form of segregation.
- Staff will encourage children and young people to work at their own pace and to promote themselves as individuals.
- Staff will encourage children and young people to respect others, and treat them as they would wish to be treated themselves.
- Each child or young person will be offered a service by staff that provides a positive approach to their individual needs.

### Staffing and recruitment

- The Play Place Group has a non-discriminatory approach to employment and recruitment.
- We actively advertise posts in a variety of media in order to attract staff from a cross section of society.
- In the interest of fairness promotional opportunities, training and pay increments will be made available to staff as opportunities arise.

- 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

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

### Communication and accessibility

- Communication between Play Place Group, staff and parents is a fundamental part of our service provision.
- It is essential that home languages are respected and, where possible, translators will be used to ensure that communication is clear.
- All services will endeavor to use bilingual posters, books and signs.
- 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:

- Gaining basic data.
- Gaining essential information for promoting the work of our settings to commissioners, funders and agencies such as Ofsted.
- Identifying children's 'development gaps' and steering of our curriculum accordingly.
- 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:

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

## Section 3 Contents

### Health and safe practice

- 3.0 DSL's Designated Safeguarding Leads
- 3.1 Safeguarding
- 3.2 Child protection
- 3.3 Exploitation of children and young people
- 3.4 Preventing extremism and radicalisation
- 3.5 Gang Culture and Violence
- 3.6 Female Genital Mutilation (FGM)
- 3.7 Missing children
- 3.8 Drug and Alcohol use amongst young people
- 3.9 Social Networking
- 3.10 Photography
- 3.11 Mobile Phone use
- 3.12 Health and safety
- 3.13 Evacuation and contingency
- 3.14 Accidents
- 3.15 Medication
- 3.16 Exclusion on health grounds
- 3.17 Personal care
- 3.18 Environmental health - Infection Control
- 3.19 Waste management
- 3.20 Manual handling
- 3.21 Adverse Weather
- 3.22 Domestic Abuse
- 3.23 E Safety
- 3.24 Fabricated Induced Illness
- 3.25 Lone Working
- 3.26 Covid 19
- 3.27 Covid 19 – November 2020 Update



## Safeguarding Statement

Everybody is responsible for safeguarding and protecting children from harm; this includes staff, families, volunteers and visitors to our settings. Safeguarding is an integral factor to all areas of our everyday delivery that requires a consistent commonsense approach within regulated policies and requirements.

Play Place has clear policies that contribute to the safety and welfare of the children and families we work with. Policies are made accessible and can be viewed by anybody.

Our policies are informative and are directive if there is a concern raised or a disclosure made with regards to a child's welfare, our policies will tell you what to do if you are worried.

Our groups have trained designated safeguarding lead (DSL) their information is displayed in each group. Our DSL's can support and make referrals, work with others and raise awareness. They will make sure appropriate action is taken if a concern is raised.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that concerns are discussed with parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Anyone can make a make direct referral to the local MASH or Safeguarding departments. We have direct numbers that are set out in the first section of our policies.

The NSPCC can be contacted on 0808 800 5000 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk). Or the police can be contacted by dialling 999.

### 3.0 Designated Safeguarding Leads (DSL)

Designated Safeguarding Leads are the first point of contact for directing and supporting safeguarding and child protection allegations and concerns. DSL's in Play Place settings and groups will support staff in understanding how to react and report to safeguarding and child protection concerns and needs. Ensuring that staff teams have a sound understanding with DSL's sharing good practice by arranging training and sharing new legislation and updates maintains good practice and safety of stakeholders.

#### Manage referrals

- Have a clear understanding of local authority's online referral process (MARV teams, Front door, single point of contact (SPOC).
- Competent and confident to seek further advice through safeguarding teams and police.
- Refer cases of suspected abuse to the local authority MARV teams / Children's Social Care as required.
- Refer cases to the Channel programme where there is an extremism and/or radicalisation concern.
- Support staff who make a referral to the local authority and Channel programme.
- Make referrals to Lado
- Inform Ofsted of safeguarding, child protection and Lado situations.
- Work with Company DSL to refer cases where a person is dismissed or left due to risk/ harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required.
- Record and submit reports and body charts.
- Create risk assessments where required and disseminate.

#### Work with others

- Work with families to action referrals and give support
- Liaise with the case manager/workers and designated officers at the local authority (LADO) for child protection and safeguarding concerns
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Report and work with Ofsted and requirements
- Act as a source of support and advice for staff

### 3.1 Safeguarding

Each child and young person's safety is paramount, and it is important that parents know that their child or young person is safe in any early years, children or young person's environment. It is important that staff members make time to understand the families, children and young people they work with; this builds strong relationships and an understanding of individual needs. Responsibility for each child's safety and wellbeing rests with each member of staff, with overall responsibility being with the line manager.

Managers must ensure that staff:

- Have been given appropriate supervision and training regarding a safe environment
- Understand what 'safe' means
- Have an awareness of current social situations that can have an effect on children, young people and their families. This may include extremist ideas that can have consequences to children and young people's well being that would require intervention (Prevent duty 1 July 2015)
- Register and monitor children and young people's attendances
- Observe and report unusual behaviour
- Are able to challenge unwanted visitors to a setting
- Ask representatives of other agencies and visitors for identification
- Ensure that visitors are signed in and out
- Risk assess indoor and outdoor areas
- Check that the buildings are made secure and security measures are enforced while the setting is being open
- Are aware that behavior enables children to feel safe and secure
- Understand confidentiality boundaries and non-disclosure of names principles
- Appreciate that continuity creates stability for children and parents

It is important that children are kept, and feel safe in their environment, and that they are given opportunities to understand and learn about being safe.

Children and young people should:

- Be comforted appropriately when they are upset
- Be allowed to take appropriate risks within a safe environment
- Learn about boundaries
- Use equipment safely, particularly small tools
- Learn and talk about strangers
- Learn about and enjoy visits from those who keep us safe in the community
- Talk about safety and being safe
- Feel safe

Play Place will ensure the following is in place to ensure a safe setting:

- Staff will have DBS checks completed
- References will be taken up when a new employee is appointed
- Incidents will be logged as appropriate

- Speedy investigations will be held where there has been a complaint or safety has been in breach
- Regular meetings with managers and staff will take place
- Repairs to equipment will be carried out where needed
- Training needs will be supported; staff will undergo safeguarding training
- Ensure that appropriate staff ratios are adhered to

### Safeguarding young people

In addition to the above staff members that are working with young people, will observe the following:

- Respect each young person's right to dignity, respect and privacy
- Recognise each young person's unique contribution
- Talk to young people about their right to be safe from harm
- Work with young people to agree appropriate boundaries. Staff will work consistently as a team to enforce these boundaries
- Appropriately challenge behaviours that may cause emotional harm, whether sexist behaviour, taunting or verbal abuse
- Understand how to address behaviour issues (See *Behaviour policy*)
- Be clear about, and promote, our confidentiality boundaries. The confidentiality statement will be displayed at each setting
- Support young people to feel safe in sharing information

### Safeguarding staff

Play Place group use Disclosure and Barring Services (DBS) checks to identify any convictions and safeguarding concerns.

Requirement for staff to disclose family members, is no longer applicable, however disqualification under the children's Act still applies to staff themselves who work in a childcare capacity, whether paid, volunteer or are on work placements.

Play Place will continue good practice through supervisions and annual reviews to support staff to maintain a good standard of practice. Regular DBS checks, use of update systems and annual monitoring will maintain compliance and working to requirements.

This support our safer recruitment practice and creates a workforce that considers their own practice in and outside of the working environment. Creating the right culture and environment enables staff to feel safeguarded and their wellbeing and welfare supported that allows their practice to safeguard children and young people.

Staff must report concerns about other members of staff to their designated safeguarding lead or Play Place DSL who deals with safeguarding.

The Local Authority Designated Officer (LADO) must be informed where a situation occurs or a complaint is made against a member of staff that may or has resulted in significant risk or harm to a child or young person. Staff may independently approach the appropriate services to report an incident.

The LADO will head up the investigation and will give support and advice to Play Place's safeguarding designated lead. Under no circumstances should information be shared with the person being investigated or other individuals.

General principles include:

- Staff should keep themselves in the sight of others when working with children or young people.
- Staff must respect each child or young person's privacy in situations such as personal care or nappy changing, but also keep themselves accessible to others particularly when working alone.
- Where possible, it is best policy for a minimum of two staff to work together, however this is not always possible and, in these circumstances, staff must be able to be seen by others via windows in doors (uncovered) or safety gates used to keep areas open and so on.
- If staff members are working alone with children and young people there should be a clear action plan and others should be aware of what they are doing.
- Staff must care for children appropriately and be aware of themselves when holding/carrying children.
- Staff should never reprimand a child or young person by using physical or verbal abuse.
- Locking and unlocking premises without another team member should be carried out in line with local safety rules.
- Avoid independently transporting young people without a clear action plan (Reporting process).
- Staff should not make inappropriate contact with young people outside of service delivery.
- Children and young people should never be left with adults who are not DBS checked.

### **Verbal or physical threat or abuse**

In all cases:

- We do not accept any form of verbal or physical abuse towards staff or other young people. Young people or parents who behave in this way may be asked to leave following at least one initial warning.
- In any event of physical abuse or threats to staff by parents/carers, children or young people, the police may be contacted immediately. The safety of staff and users of the services is always the first priority.
- If parents, care givers or young people appear drunk or under the influence of drugs it is acceptable for staff to ask them to leave the premises.

## Weapons

We have a duty to protect all young people from committing serious crime or becoming a victim.

Play Place have a zero tolerance to any form of weapons being brought into our projects.

In any case where a young person discloses that they (Or a third party) have any form of weapon on site the following action will be taken:

If deemed safe to do so, the young person will be asked to remove the weapon and it will be moved to a **safe locked place** and bagged – staff should wear gloves if possible, during this process.

Play Place staff **should not** search young people.

The most circumstances the Police should be informed of any incident believed to involve a weapon. However, where, in the judgment of staff, the circumstances are *wholly innocent* and there is no suggestion of the use of the article as a weapon, the matter may be dealt with internally - If there is any doubt, staff must inform the Police.

When reporting incidents to the Police, staff should give their evaluation of the seriousness of the incident (i.e. in progress, immediate threat or request for weapon collection only) to assist the police in judging the nature and immediacy of the response required. An incident form should be completed as soon as possible.

If deemed serious, and if safe to do so, the young person should be removed from the group to a quiet place - Please note that it *may* not be appropriate to inform the young person that the police have been informed.

Project staff, the Police or the referring agent should inform the young person's parent/carer as soon as possible after a report to the Police has been made.

Any confiscated weapons should be surrendered to the Police as soon as possible.

A referral for early help assessment should be completed, if one has not already been undertaken on any young person found to be in possession of an offensive weapon.

Where an offensive weapon is found on the premises staff may take possession of the object. Play Place staff on site should make their own arrangements as to which members of staff may be authorised to do so. Possession of the weapon in such circumstances by a member of staff is likely to be with good reason or lawful authority, and thus not an offence under the Offensive Weapons Act 1996.

However, a member of staff in possession of a weapon in such circumstances should secure it, and

- Arrange without delay to surrender it to the Police
- Where satisfied that it is reasonable to do so, arrange for it to be taken away

by the parent or guardian of the person from whom it was taken. However, some weapons are by their very nature offensive and should under no circumstances be returned

- Where weapons are returned or surrendered to the Police an incident form should be completed and a copy provided to the Police

### **Police action when an offensive weapon is reported by a project**

When following a report by project staff, a judgement is made that a serious incident is in progress; the response team will attend with immediate effect.

Where a report indicates that no immediate threat is imminent a Neighbourhood or Safer Schools Officer will attend as soon as possible. In some cases, a young person reported to the Police to be in possession of a knife will be arrested

On arrival of the Police, staff should take steps to minimize any distress to the young person or other group members.

Ideally the Police need to be taken to a quiet room and briefed on the situation.

The young person will then be escorted to the police where possible.

Whilst being interviewed and searched at least one Play Place team member and ideally a senior Director of the company should be present.

If it proves necessary to arrest a pupil on the premises the Police Officer should, in the first instance, speak to the team leader who has the authority to facilitate arrest away from the project with the minimum of disruption.

The arresting officer will ensure that the young person's parent/carer is informed of the arrest as soon as possible.

### **Post incident**

Consideration must be given to what is needed to manage the situation immediately post-incident to ensure the safety of other young people, staff and members of the public.

In the case of a serious incident the Local Authority should be informed in line with the Council's Incident Reporting Procedure.

This type of situation can be stressful, a supportive review and debrief should be carried out with all staff members who were involved.

A risk assessment will be carried prior to the young person returning to the project.

An incident form should always be complete by staff. This is in order to prevent any misunderstandings or misrepresentations of the incident and to assist in any complaint or post incident investigations.

## General Information

In most circumstances, the first arrest of a youth under 16 for simple possession of an Offensive Weapon or Sharp Pointed Blade, with no aggravating factors, will result in a youth conditional caution. This will be supported by an appropriate YOS intervention, preferably with elements focussed on anti-knife crime education. A youth aged 16 or over will normally be charged.

The second arrest of a youth under 16 for simple possession of an Offensive Weapon or Sharp Pointed Blade will result in a charge (unless, in exceptional circumstances, 2 years have passed and it is considered appropriate to give another youth conditional caution).

The new offence of threatening a person in public or on school premises will result in a youth aged 16 or over going straight to charge, as this offence carries a minimum sentence of a 4 months detention and training order and therefore should not be dealt with using an out of court disposal.

## Suggested management actions

- To undertake a regular review of the company policy on the control and restraint of young people
- To review and amend the behaviour policy accordingly.
- Appropriate sanctions (for example, whether to permanently exclude or otherwise) need to be at the discretion of Company Directors after a full investigation into the incident has taken place.
- Where consideration is given to exclusion the project should refer the pupil to referring agents and/or Croydon's Council Fair Access Panel
- Establish contact with the relevant Safer Schools Officer for discussion on preventative work around offensive weapons.
- Formal risk assessment should be undertaken for all school security issues.
- Individual risk assessments should be undertaken for individuals known to be habitual offensive weapons (including knives) carriers or with a known history of violence.

### 3.2 Child Protection

Recognising and coping with suspected child abuse can be a worrying and stressful experience but all staff members have a responsibility and have an important role in protecting and helping children and young people.

Suspected abuse should not be dealt with alone. In the first instance staff should speak to their line manager and designated safeguarding officer, and any action or decisions should be recorded accurately.

Written accounts should be documented on the relevant forms within appropriate time frames. Children's accidents or injuries should never be photographed a body map should be used to pinpoint areas of injury or harm.

If staff have concerns about a remark made by a child or young person or if any minor injuries or behavior are noted, then a parent or carers explanation should be sought.

If the explanation is not acceptable or is inconsistent, or the marks/injuries are unexplainable, then professional advice must be sought by the designated safeguarding officer or line manager.

Advice can be sought from the local multi-agency safeguarding hub, locality early help teams, family services and outside agencies such as the NSPCC.

In cases where you feel that immediate action is needed, contact the duty safeguarding social worker. In emergencies the police should be contacted using the 999.

If sexual abuse is suspected, the parents **must not be notified** and the local authority safeguarding team will take a lead.

If staff members have suspicions of abuse, the designated safeguarding officer will give advice on the course of action to be taken through support from the locality safeguarding team.

Our confidentiality policy must be adhered to at all times to protect the child or young person.

For registered settings, Ofsted must be informed of any allegations of serious harm or abuse by anyone (Including staff) on and off the premises.

A clear and concise account of the incident must be written immediately and Ofsted notified within 14 days of the allegation. Ofsted must be kept informed of actions taken.

Play Place's designated safeguarding officer must be informed at all times.

Our insurance company must be informed about any incidents; confidentiality must be maintained at all times.

## What happens next?

Safeguarding teams will investigate and meet the child, young person and/or family.

Staff may have to attend a case conference or court case.

Observations, notes and records of action must be filed away safely as they may be relied on for evidence.

Not all cases of suspected abuse separate a family and Children's Services work with other professionals to keep families together wherever possible with intervention and action plans.

## Main forms of child abuse

### Physical abuse

This is when an adult deliberately injures or harms a child or young person by hitting (with a stick, hand or belt), squeezing, shaking, burning with cigarettes or fire. If a child or young person is given alcohol or drugs this is also abuse, as is suffocation or attempted drowning.

### Signs to look for

- Bruises or marks consistent with being hit with slaps or straps
- Burns of any kind that have no explanation
- Bruises in places that are not normally harmed during play for example, ears, groin, abdomen or backs of legs
- Fear when approached by adults (for example, ducking as if anticipating being hit)

### Sexual abuse

This occurs when adults use children or young people to satisfy their own sexual needs. This may be fondling, masturbation, vaginal, anal intercourse and oral sex. Child pornography and showing children pornographic magazines and films are also a form of sexual abuse.

### Signs to look for

- Itching, rash or soreness of genital areas
- Difficulty urinating
- Bruising on inner thighs or buttocks
- Inappropriate language/sexual play or drawings
- Sexual behaviour, making sexual advances to other children or staff
- Frequent masturbation

## Young people and sex

Youth workers may need to deal with issues relating to relationships and sex between young people under the age of 16. It is necessary to be aware that it is not lawful for young people under the age of 16 to have sexual relations with someone over the age of 16. Where youth workers identify the potential for young people to be at risk this must be raised with the line manager and designated safeguarding office in the first instance. In all cases this work must be documented in briefing sessions.

The law, relationships, sexual health and safe sex must always for an integral part of youth work delivery curriculum. Youth work teams must work with internal and external sexual health workers to support young people. This may include providing STD screening programmes and C Card provision at settings.

Youth workers are expected to challenge issues relating to inappropriate sexual language, threats of physical behavior by members using an educational approach.

Play Place staff must take a robust approach to supporting LGBT+ young people, or those who are questioning themselves. Services are provided by most Local Councils to support LGBT+ young people, which may include dedicated LGBT+ support groups or clubs. Young people should always be supported and where appropriate signposted to these services.

## Emotional abuse

Emotional abuse is considered to have taken place if a child is persistently shouted at threatened or taunted.

If a parent/carer shows persistent hostility, coldness and rejection, this also damages a child's emotional development.

## Signs to look for

- Very withdrawn child
- Poor language development
- Constant wetting/soiling
- Unable to relate to peers or adults

## Neglect

Neglect is deemed to have taken place when a child's needs are not met through lack of food, clothing, basic hygiene or welfare needs. Neglected children may also suffer from being left unattended for long periods of time.

## Signs to look for

- Constant hunger
- Failure to thrive
- Inadequate clothing
- Poor standard of hygiene

## **Young People and mental health needs**

The mental health of young people must be monitored, it is essential that in cases where staff members have concerns about the mental health of young people that this is recorded, and specialist support requested. This may include communicating local CHAMS or counseling support services.

An immediate concern relating to the safety of a young person must be dealt with using the Play Place general safeguarding policy.

It is essential that all staff communicates effectively with other local services and school welfare departments and always record any communications made.

## **Team around the child and troubled family's activities.**

Where necessary, Youth Workers may need to attend team around the child or troubled Families meetings to offer support to young people. The line manager and company director will support staff attending these meetings.

### 3.3 Exploitation of children and young people

Any child or young person of any age can be a victim of sexual exploitation. Sexual exploitation is abusive and will have an effect on the child's well being.

Sexual exploitation can come in many forms, often making it a hidden form of abuse. Children and young people may feel frightened, scared or threatened and made to feel vulnerable and unable to confide or able to talk to someone. Sexual exploitation will need to be reported to child protection teams.

Sexual exploitation can be:

- Sexual acts
- Peer on peer abuse
- Grooming a child or young person through befriending, gifts, etc.
- Use of indecent photographic or film imagery
- Internet use
- Inappropriate touching

Children or young people who are sexually exploited may have:

- Mood swings and change in behaviour
- Sexualised behaviour
- Attendance at schools or settings has altered
- Signs of physical harm
- Talking with peers about new friendships
- New gifts (phones, iPods etc)

Practitioners Duty:

- Help children to understand relationships and boundaries
- The importance of saying "No"
- Know when it is necessary to speak out
- Understand how to be safe and what to do if they don't.
- Understand personal privacy at home.
- Talk about body development and emotions.
- Talk about internet and phone use
- Support families to enable internet security

Staff members who have any concerns regarding the behaviour of a young person or child, or to whom a disclosure is made relating to any such situation should in the first instance speak to your line manager and document any evidence. The situation will then be dealt with in line with the published Play Place Safeguarding and Child Protection policies.

### 3.4 Preventing extremism and radicalization

Independence is part of an older child and young person development; adult support and practitioner can significantly develop trusts and confidences allowing the young person to communicate and confide in adults.

Young people can be influenced by the world around through many forms:

- Internet
- Mobile phones
- TV
- Film
- Gaming
- Peer pressure
- Family
- Culture
- Religion

Extremist views of any kind will not be supported or tolerated in any of our settings or clubs, whether from internal sources –children, staff or management, or external sources - school community, external agencies or individuals. The children and young people see our setting as a safe place where they can ask questions about the world and where our staff encourage and facilitate these opportunities.

We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and young people and so should be addressed as a safeguarding concern. We also recognise that if we fail to challenge extremist views, we are failing to protect our children.

We aim to provide a broad and balanced curriculum, delivered by skilled professionals, so that our children understand and become tolerant of difference and diversity and also to ensure that they thrive and feel valued and respected as individuals.

Children and young people can be exposed to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the Internet. There may be times when children may reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by children or staff will always be challenged and where appropriate supported through discussion with children and their families.

Practitioners will be alert to:

- Disclosures by children of their exposure to the extremist actions, views or materials of others outside of the setting, such as in their homes or community groups
- Graffiti symbols, writing or art work promoting extremist messages or images
- Children exposed to extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Local authority services and police reports of issues affecting children in other schools or settings
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture

Staff should ensure that our teaching approach helps children and young people to build resilience to extremism and give them a positive sense of identity through Personal, Social and Emotional development and the promotion of critical thinking. We aim to ensure that all our staff members are equipped to recognise extremism and are skilled and confident enough to challenge it in a way appropriate to the child's age and level of development.

We will facilitate a 'safe place' for children to speak confidently and openly about any worries or concerns they may have concerning their safety and will equip our children with the appropriate skills to become self-assured young people.

This approach will be embedded in the ethos of our setting so that children and young people know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

We will work with local partners, families and communities in our efforts to ensure our setting understands and embraces our local context and values in challenging extremist views and to assist in the broadening of children's experiences. We will help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and in such instances seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Our groups will promote the values of democracy, the rules of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage children to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

### 3.5 Gang Culture and Violence

Serious violence or gangs will not affect the vast majority of young people. However, where these problems do occur there will almost certainly be a significant impact. Play Place has a duty and a responsibility to protect children and young people. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime.

Children in their early years are showing increased early warning signs that they may be at risk of getting involved in gangs. Crucial preventive work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched.

It is key that children and young people:

- Feel safe at all the times at Play Place settings and clubs
- Understand very clearly what unsafe situations are
- Are supported to be aware of how to keep themselves and others safe
- Understand that violence is unacceptable to resolve conflict

In dealing with young people Play Place staff should:

- Encourage young people to develop skills to resolve conflict
- Offer interventions and education to prevent negative behaviour, such as young people carrying a knife
- Help young people to understand that bullying, including cyber bullying, trolling and harassment will not be tolerated
- Challenged regarding aggressive behaviour in ways that prevents the recurrence of such behaviour
- Understand the risks for specific groups, including those that are gender-based, and target interventions
- Carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision
- Work with local partners to prevent anti-social behaviour or crime

### 3.6 Female Genital mutilation (FGM)

Female Genital Mutilation is a form of abuse and violence towards girls and women. The United Kingdom's Female Genital Mutilation Act 2003 outlines that this is a criminal offence that will endorse the most serious penalties.

FGM is renowned as a form of practice and control of girls and women's reproductive, and health rights mainly in Africa, Middle East and Asia.

FGM has been classified by the World Health Organisation (WHO) into four types:

Type 1 – Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).

Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina);

Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris; and

Type 4 – Other: all other harmful procedures to the female genitalia for nonmedical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area. Abuse is not acceptable and we have a duty of care to maintain the safety of the children and young people that use our services. It is important that we remain observant, develop those strong bonds that will enable children to feel they can find security in the adults around them. FGM is a serious form of female child and adult abuse and may affect families that we work with. Support may be needed for all females within the family.

Girls: Young / Older/ Youth - Key issues:

- Safety and well being of the child or young person is paramount
- FGM is practised on a child/young person it is a violation of the child's/youth's right to life, their right to their bodily integrity, as well as their right to health
- A child or young person who has undergone FGM should be seen as a child protection issue
- Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM
- Girls may have prolonged absence from school or the setting with noticeable behaviour change – especially after a return from holiday
- Girls may spend long periods of time away from the class during the day

Staff may become aware that:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present
- In conversation a child may talk about FGM
- A child may express anxiety about a special ceremony
- The child may talk or have anxieties about forthcoming holidays to their country of origin

#### Practitioner's duty:

- Understand that FGM is illegal in England and Wales under the Female Genital Mutilation Act 2003
- That it is an offence of failing to protect a girl from the risk of FGM
- Recognise that FGM is an extremely harmful practice - responding to it cannot be left to personal choice
- FGM is often an embedded social norm; engagement with families and communities plays an important role in contributing to ending it
- Be observant: Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate
- Use referral pathways and refer to child protection policies
- All decisions or plans should be based on high quality assessments (in accordance with Working Together to Safeguard Children (revised 2018) statutory guidance in England, and the Framework for the Assessment of Children in Need and their Families in Wales (2001))

#### Those affected by FGM

- Extra-territorial jurisdiction over offences of FGM committed abroad by UK nationals and those habitually (as well as permanently) resident in the UK
- Lifelong anonymity for victims of FGM
- FGM Protection Orders which can be used to protect girls at risk
- A mandatory reporting duty which requires specified professionals to report known cases of FGM in under 18s to the police.

### 3.7 Missing children

#### **If a child is missing the following procedure must be followed:**

- Staff must tell their manager immediately
- All children or young people to be sat down and a thorough head count of everybody should be done against the register
- Two members of staff must stay with the group
- The manager should establish that the missing child or young person has not gone home early with a parent or carer
- A search of the building must be undertaken with particular emphasis on entrances and exits
- The outside areas should be checked
- If the child is not found at this stage, the police must be informed, dial 999.
- The family must be informed (details will be in the enrolment folder)
- Ofsted should be informed- 0300 123 1231
- Insurance company must be informed
- Play Place Directors must be informed

#### **If a child is missing during an outing the following should be followed:**

- The leader for the outing must be informed
- The leader must then contact the line manager to tell them about the missing child/young person
- A search of the area must be carried out
- Where applicable notify lost children's services that are on site, (For example in theme parks or shopping center's)
- If the child or young person is not found at this stage a second call to the line manger should be made so that the police, parents and authorities can be contacted

#### **On return to the setting the following may need to be in informed:**

- Ofsted to be informed and given details where applicable
- Commissioner's informed where applicable
- Insurance company must be notified
- Directors told about the situation

## **Missing Children**

(Older children and Youths)

All children at groups and settings should be accounted for through a registration process.

Youth clubs are often an open access environment for children and young people that often manage their own journeys to and from clubs.

Practitioners must make themselves aware of each child or young person's needs.

Children should never be sent off independently if parents have confirmed an adult will be collecting. Children's data should be consulted for emergency contacts/next of kin where necessary.

### **Missing through abduction**

Abduction is the illegal removal of a child from their parents. Parents have the overriding responsibility for their children. Separation within families can cause conflict over parental rights of the child.

Court orders should give clear identification to who has custody; in many cases both parents will have responsibility.

Decisions around responsibility can be upsetting and can cause parents to act irrationally and abduct the child to another area of the country or where the parent is from outside the UK may take the child to their home country or to other family members.

Police and child protection officers must be informed.

## Missing through Trafficking

Within the UK immigration and migration are part of the social environment; often children who are being exploited through trafficking by being brought into the UK or smuggled out of the country can often go unnoticed and undetected. These children and young people are vulnerable and are being abused. Child protection policies need to be adhered to and Intervention will be required from child protection teams

Children can go missing or be trafficked for:

- Sexual exploitation
- Slavery
- Arranged marriages
- To commit petty crime
- Illegal working
- Involved in drug smuggling
- Illegal adoption

Practitioner awareness:

- Living conditions of the child or young person
- Talk about home life - are they doing all the housework
- Discuss relationships in the home
- General behaviour may show multi signs of multiple abuses
- Ask for ID where appropriate - legal papers, passport etc.

### 3.8 Drugs and alcohol in youth work

Drug or alcohol use at a setting is not permitted under any circumstance. Any young person who may be under the influence of alcohol or drugs will be refused entry for that evening, but staff will ensure that the young person gets home safely or receives appropriate adequate medical attention and intervention if required.

Under no circumstance should a staff member collude with such activities taking place. Staff members must **never** take possession of any drugs that a young person has on them.

If a young person has drugs on them inform the young person that you (or another team member) will be immediately contacting the Business Director to agree an appropriate course of action.

### 3.9 Social networking

Internet access through computers and smart phones allows ease of access to use various forms of media connections and communication. Whilst in their correct place these forms of networking have benefits, we have to recognise and maintain that safeguards remain enforced using digital media.

It is important that staff adhere to following to protect themselves in the work place and maintain professional boundaries:

1. Staff should not disclose user name for social sites (Facebook, Twitter, Instagram, etc.) to parents, children or young people with a view to conversing socially
2. Confidential information must not be shared through social networking sites
3. Work time must not be used for social networking updates
4. Computer systems that are available for children must not be used to access social networking or adult sites. Safety controls must be maintained for the safeguards and protection of children
5. Social networking must not be used to isolate, harass or bully other employees
6. Posts which breach other employee's privacy or reputation are seen as unacceptable conduct
7. Whilst personal use is the responsibility of the individual, Play Place will not condone unethical communication that comes to our attention, which has a direct result of adversely damaging the Play Place Group's name and reputation
8. Synchronising of work systems and personal systems for social networking is in breach of confidentiality policy, and is unacceptable practice

### 3.10 Photography

Photographs should only be taken to record and celebrate achievements. It is essential that photographs are taken and stored appropriately to safeguard the children and young people in our care.

1. Only the designated cameras are to be used to take any photos within the setting, group or on outings.
2. Images taken on this camera must be deemed suitable without putting the children or young people in any compromising positions that could cause embarrassment or distress.
3. All staff members are responsible for the location of the camera; it should be stored securely when not in use.
4. All images need to be stored at the Community and Family Hub at Wayside, in a lockable cabinet.
5. Images may only be downloaded by the nominated member of staff, (preferably a senior member).
6. Once images have been printed they should be deleted immediately from camera. Only images stored at Wayside may be retained for future use and with appropriate parental consent.
7. Under no circumstances must cameras of any kind be taken into the toilet areas without prior consultation with the setting manager.
8. If photographs need to be taken in a bathroom, i.e. photographs of the children washing their hands, then the manager must be asked first and staff must be supervised whilst carrying out this kind of activity. At all times the camera must be in a prominent place where it can be seen.
9. Photographs, which are shared with parent on digital photo frames, must have signed consent; frames must be kept safe.
10. Parents and visitors to the nursery are not allowed to take pictures of the children.
11. Photographs are not to be taken of children's injuries as this infringes on their privacy.

### 3.11 Mobile Phone Policy

Mobile phones may be used in settings as long as their use is appropriate. Mobile phones are used in Play Place settings as a means of direct contact with parents, agencies and other professionals.

The safety and welfare of children is paramount we operate a personal mobile phone usage policy which states that personal mobile phones cannot be used when on duty on the premises or when on outings.

The following measures should be observed:

1. Staff will be responsible for their own mobile phones and safety
2. Staff will agree with Managers where phones are kept at the setting
3. Personal phone calls may only be taken at staff breaks or in staff members' own time
4. If staff members have a personal emergency the setting's phone is available or staff may make a personal call from their mobile on site but away for the children and young people
5. During group outings nominated staff will have access to the setting's mobile phone, which is to be used for emergency purposes or on a need basis
6. Staff will not use their phones to store personal data of children and this includes photographic material
7. Staff will not share contact number with parents.

These measures are implemented to safeguard children and their families and staff. Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

Staff members need to ensure that their manager has up to date contact information and that staff make their families aware of emergency work telephone numbers. This is the responsibility of the individual staff member.

### 3.12 Health and safety

The Play Place group of companies will create and encourage safe ways of working that ensures the safety of children, young people, families, employees and all visitors who enter the premises.

Issues regarding health and safety should be brought to the attention of the Health and Safety Coordinator or on site Manager immediately that will evaluate the need for further action and take responsibility for maintaining a safe environment in the setting.

All staff members are responsible for the safety of children and young people in their care. They also have a responsibility to work in a manner that will ensure the health and safety of themselves and all other people who they come into contact with.

#### **Fire**

1. Fire Officers and fire safety experts must have access to buildings to carry out necessary safety checks
2. Regular fire evacuation, fire procedure checks and fire drills should take place.
3. The safe evacuation of the building is of primary importance
4. All fire exits must remain clear at all times with no exception
5. Staff must be familiar with the location of all fire appliances and instructions for use
6. Staff must be familiar with evacuation procedures
7. All new staff and volunteers must be inducted on this procedure on their first day of service

#### **Electrical appliances**

1. Any electrical fault must be reported to managers
2. If in any doubt of an item's safety do not use and leave a note on the item so that others are not in any danger
3. Unplug any TV's, videos and radios when not in use
4. Do not place anything containing water on top of any electrical equipment
5. PAT Testing of electrical equipment must take place where appropriate

#### **Security**

1. Continuous observation and safety checks must be made of the outdoors area to enable a safe play environment for children
2. Garden gates must be securely shut at all times and staff must be vigilant whilst children are outside
3. Staff must know all visitors to the setting. Identification may be sought where appropriate. If in any doubt to a person's identity please seek advice from a Manager; it is better to leave a person on the doorstep than have an unknown stranger in the setting whilst confirmation is sought
4. Safety of the children is paramount

5. Children (early years, after school) must not be able to leave the premises unsupervised; one member of staff must be on the door during arrival and leaving times. Youth provisions will have clear agreements with their local families on how children access and exit clubs
6. All external doors, windows and exits must be made child proof
7. Children must be supervised at all times including using the bathroom
8. The register must be taken at the start of every session as children and young people arrive and they must be signed out at the end

## **Hygiene**

This is extremely important throughout the whole setting; standards must be kept as high as possible. It is the responsibility of all staff to maintain standards and to adhere to any cleaning rota's where applicable.

## **Storage of cleaning materials**

Any potentially dangerous substances must be kept out of reach of children. Please ensure tops of all containers are screwed on tightly. Separate cloths should be used for different types of cleaning e.g. toilets; kitchens, paint and general cleaning all have different cloths. Information on substances should be displayed.

## **Equipment**

All equipment should be regularly checked and cleaned to ensure it is safe, and being used as intended. Any equipment found broken must not be used and must be discarded. All damage must be notified to managers.

## **Dress code**

In order to present ourselves as a professional team and with consideration to the safety of children, staff should be dressed in an appropriate manner.

1. To reduce the risk of accidents it is advisable to wear flat shoes.
2. Wearing jewellery is permitted but should be kept to a minimum. Bodily piercings should be kept covered where appropriate for the purpose of staff and child safety.
3. If a uniform/t-shirt is provided all staff are expected to wear these.

### **Sickness of a child**

If a child or young person becomes unwell during the session, the parents, carer or a responsible adult chosen by the parents must be contacted and asked to collect the child (see medical policy).

### **Nappies (see personal care)**

Gloves must be worn to change nappies. A changing mat must be sprayed and wiped with an anti bacterial cleaner after use. Soiled nappies should be put in a sealed bag and disposed of in a suitable place. Soiled clothes should be put in a plastic bag for the parent or carer to take home.

### **Pet hygiene**

Any pets kept in the setting i.e. hamsters, guinea pigs, fish must be kept clean and healthy and present no hygiene risk to children. They must be cared for in a correct manner and good care organised over holiday periods.

### **Smoking and Vaping**

Smoking and vaping is not permitted in any areas of buildings. This also applies to outside play areas and within the vicinity of the setting. Smoking/vaping is not permitted in company vehicles or property. Staff should not smoke with children or young people present.

### 3.13 Evacuation and contingency

In case of an emergency (for example in a fire) and where buildings need to be vacated it is important that staff members know what to do and where exits are to make sure everyone leaves quickly.

All new staff will be made aware of evacuation procedures during their induction training and procedures will be revisited through on-going staff training. This procedure must be displayed in the setting.

If you need to clear the building or setting in an emergency:

1. Warn other staff members and sound the alarms (where appropriate)
2. Collect a register and mobile phone
3. Organise the children or young people calmly and leave the building at the nearest exit point
4. Lead children and young people to a designated place of safety away from the building
5. The register must be taken immediately and all children and young people and staff accounted for
6. A member of staff should call 999 and ask for the appropriate emergency service
7. Parents should be contacted as necessary
8. Under no circumstance should a member of staff, child or young person re-enter the building until authorised to return by members of the emergency services

### Contingency lock down plans

Play Place group of companies recognise that each setting or group is unique and individual and when a situation or crisis happens it may be resolved differently from another group. If a situation's occurs we will make a rapid assessment that may incur a lock down situation where the children are kept safe and quiet until the situation is resolved.

When a situation or crisis occurs we will endeavor to:

1. Make sure that settings are able to operate and keep within ratio. We will use our own staff pool to cover settings where necessary. We have good partnerships with local childcare agencies that understand our requirements and needs.
2. Where closure is needed, parents will be notified by phone and arrangements made to get children and staff home safely.
3. Children's contact details are also kept centrally, however if details are inaccessible then a second point of call that is off site is available.
4. If closure is needed due to adverse weather conditions parents will be informed by phone and website access is available.
5. If the building needs to be evacuated the children and staff will gather at the meeting point.

6. Where possible, to provide a place of safety, children and staff may be able to access other buildings or venues.

This settings meeting point \_\_\_\_\_

This settings place of lock down safety

\_\_\_\_\_

\_\_\_\_\_

### 3.14 Accidents

When accidents occur within the setting it is important that staff are able to keep calm, support and be sensitive to the child or young person's discomfort and needs. It may be necessary to screen off an area to create privacy and allow as far as possible normal operation of service to continue.

First aid materials (including manuals for first aid and medical support) should be found in the first aid box/area kept on each site. If supplies run low then please inform the Manager.

Plastic gloves are provided and must be worn when cleaning up any blood or bodily waste. All accidents should be cleaned up with appropriate cleaning solutions.

#### **Minor accident procedure**

- In the event of a minor accident staff must ensure disposable gloves are worn, the purpose of this is to protect staff and minimize the risk of infection
- Cuts, grazes etc. should be treated as needed.
- Bumps should be treated with a cold compress and held gently on the affected area
- Staff should observe a child closely following an injury e.g. if a child bumps their head watch for signs of sickness, irritability or drowsiness
- Nothing other than water is to be applied to a child or young person's skin
- All injuries must be reported to the senior staff member on site

Accidents must be reported in the first aid book kept on site. This must be done in ink and full names must be used. All entries are to be signed and dated by staff and witnessed where possible. The parents must be told how the accident occurred and what action was taken; parents must also sign when they come to collect their child or young person.

#### **Major accident procedure**

At all times staff must protect themselves and child from risk of infection by wearing disposable gloves.

If a major accident occurs in the setting please follow the guidelines listed below:

1. Necessary first aid to be applied
2. Inform first aider and Manager immediately. One member of staff should stay with the injured person, while another telephones for an ambulance (if necessary) and contacts the parents
3. If an ambulance arrives before the parents or carer, then the member of staff who has been caring for the child must accompany them to hospital
4. Under no circumstances should a member of staff authorise or sign for any treatment in hospital
5. Every effort should be made to contact parents or carers by the remaining staff members
6. If understaffing occurs due to the accident, another member of staff should be contacted and managers contacted (if off-site)

7. A full report should be signed, dated and entered in the accident/incident book
8. If the injured child is able to wait for their parent or carer, a member of staff must keep them comfortable as possible until they are collected

Serious accidents must be reported to the following:

- Managers
- Directors
- Ofsted
- Insurance Company
- Health & Safety Department (Local Authority)
- Riddor

### 3.15 Medication

Children and young people may attend settings if they are having medication, however utmost care and responsibilities are adhered to:

1. It is preferred that only prescribed medicines are administered
2. All medicines to be administered must be kept out of children's reach but not totally inaccessible to staff in case of an emergency i.e. asthma inhalers, epi pens
3. All medication is to be clearly labeled with child or young persons name and the required dose
4. Parents must sign the medicine book giving permission allowing their child or young person to receive their medication
5. Two members of staff should administer medication. Information must be checked such as child's name and details. The expiry date must be checked and instructions followed (as written on the medication label)
6. All information must be recorded in the medicine book including the child or young persons name, dose and name of drug, date and both members of staff must sign as well as the parent

### 3.16 Exclusion on health grounds

There may be occasions when a child or young person becomes unwell when taking part in activities. Sometimes it may be that they have an infectious illness and so the following must be observed:

1. If a child is feeling unwell, then the First Aider and Manager must carry out a general assessment at the setting
2. It is important to minimize the risk of infection, so the child or young person must be isolated from others at the setting
3. If a parent or carer needs to be contacted to collect the child or young person, it is important for them to know that they will be collected as soon as possible, (whether that is a parent or named contact)
4. Staff must liaise with parent or carers to give guidance on incubation periods. Handbooks and information at the setting will be a valuable source of information about infectious diseases; (for example, a child who has an upset stomach and diarrhoea and sickness must not go to any session for at least at 48hours or until completely well)

Advice about infectious illness is available from health visitors and Environmental Health Officers and Government and medical web sites

### 3.17 Personal care

It is important that the following procedures are followed .

1. Safety of the child or young person must be put first at all times. A baby, child or young person must **never** be left unattended on a changing surface.
2. Staff must not bend down to pick up an object from the floor or turn their back on a baby or child on a changing surface or be distracted in any other way as the child or young person is then unsupervised.
3. A child must not stand on a changing surface in case they may fall.
4. A changing mat can be put onto a lower surface or floor particularly when an older child needs attending to. Hoists are to be used and safety guards where fitted to allow ease of attending to personal care.
5. Staff must wear gloves and an apron to protect themselves when assisting with changing.
6. All necessary changing equipment such as wipes and nappies must be taken to the changing area, or be located within the changing area. This creates continuity, efficiency and safety when changing a child or young person.
7. The right to privacy must be respected while at the same time having openness to the changing area.
8. Staff not directly involved in the actual changing must still be aware of the child or young person being changed and give support and help where needed.
9. Wet or soiled clothing should be placed in a plastic bag to go home.
10. Garments must not be washed or rinsed out by staff.
11. Staff must clean changing areas with appropriate cleaning solutions to minimize risk of cross infections.

### 3.18 Environmental health

#### Infection control

It is important that all members of staff have a thorough knowledge of infection control to maintain a healthy, hygienic setting.

The following procedures are to be adhered to and will be reviewed regularly by senior management teams.

1. All major infections must be reported to the line manager who then must refer this on to directors
2. Managers must take responsibility about informing Ofsted, Environmental Health Officers and other appropriate agencies
3. It is important that action plans are enforced and rigidly kept to, enabling a healthy and safe environment
4. All settings must have up to date on information about common infectious diseases
5. Where food is prepared either on or off site, it is important that information is gathered about infection, which may be associated with food hygiene and handling
6. Environmental Health Officers can be contacted through the local authority; they can give guidance or support where there are concerns

### 3.19 Waste management

It is important that as a group of companies we take care of our environment. It is essential that we encourage recycling and are environmentally friendly where possible.

We encourage the following:

1. Staff to recycle disposable waste where possible
2. Children and young people should be taught to recycle and the importance of this for the environment
3. Controlling refuse and leave out for collection
4. Taking the necessary measure's to contact the appropriate agencies to arrange delivery of specialist bins and other items
5. Materials for activities will be reused and recycled wherever possible
6. Staff should adhere to the necessary precautions around flammable liquids
7. Only domestic refuse will be left out for refuse services to collect and other items that need disposal will be discussed with directors and an agreed - environmentally friendly action will be taken

### 3.20 Manual handling

The Play Place group recognises its responsibility as an employer regarding health and safety in the workplace. This includes its duty to make suitable provision to control manual handling activities and to reduce the risk of injury. As far as reasonably practicable, risk assessments must be carried out by managers (or a nominated person) in the setting. Written risk assessments are available to read on site and in company vehicles.

Because of the diverse services that the Play Place Group delivers there may be times that staff may be required to lift large, bulky items such as boxes of toys, equipment, gazebos, large pans, catering equipment and so on. Therefore it is important that staff carry out manual handling tasks with the upmost care, in an appropriate safe fashion and in line with risk assessment requirements and guidelines.

If a staff member has recently strained a muscle, has a history of back problems or there are other personal circumstances (for example pregnancy), which means they think a task is outside of their capabilities or requires a risk assessment, they must speak with their manager.

The Health and Safety Executive (HSE) website has further information and a Manual Handling Assessment Chart (MAC) tool which can be used to assess common risk factors when lifting, lowering, carrying loads and team handling operations.

The following guidelines provide general information on the safe manual handling of loads:

#### Safe lifting

Before you start

- Think about the job
  - Does it need carrying, can a trolley or other equipment be used instead?
- Think about what you are going to do before you do it:
  - Where is the load going?
  - Does it need more than one person to lift it safely?
  - Is there enough room?
  - How can you avoid having to twist when lifting or putting the load down?

- Think about you
  - Are you dressed for the job? Tight clothing can restrict movement. High heels are never suitable.
  - Do you have a health problem that might make you vulnerable to injury
- If you are not sure of how heavy a load is, test it out before you try to lift it. Gently rock the load to test the weight and its distribution.
- If you have not been trained, you should not lift over 15Kg without advice from your line manager.
- Remove any obstructions or tripping hazards from the route.
- Work out where and how to take a rest if moving a heavy load over a long distance.
- Are there any sharp edges? If so, then you may need to wear gloves to protect yourself.
- If the load is too bulky, look at ways in which to break it down.

### Lifting technique

- Place your feet apart to make a stable base for lifting.
- Placing one leg forward in front of the other; this will help improve balance and control.
- If you have to reach out to the load, try sliding it towards you before attempting to lift it.

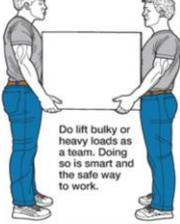
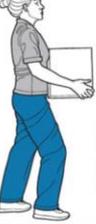
If lifting from a low height, bend your knees, NOT your back

- Stand correctly, keeping your back straight and your chin tucked in.
- Keep your shoulders level and facing the same direction as your hips.
- Lift smoothly, avoiding jerking movements.
- Lift your head first – your back then straightens automatically.
- Grip the load with your palms, rather than just your fingers – If you need to change your grip, rest the load first.
- Keep your arms close to your body to help support the load.
- Do not allow the load to obstruct your view – get help if it is too large.

### Moving the load

- When carrying, keep the load as close to the body as possible
- Keep the heaviest side of the load closest to your body
- When pulling or pushing, use your body weight to move the load – if possible, let the momentum of the load do some of the work e.g. when pushing trolleys
- When pulling, keep your back straight and your arms as close to your body centre line as possible
- Avoid twisting your body when turning.

# LIFTING DO'S & DON'TS

<p><b>DO</b> LIFT AS A TEAM</p>  <p>Do lift bulky or heavy loads as a team. Doing so is smart and the safe way to work.</p>	<p><b>DO</b> TURN WITH LEGS</p>  <p>Do move your legs and feet when turning or lowering the load. Avoid twisting at your waist.</p>	<p><b>DO</b> USE YOUR LEGS</p>  <p>Do lift the load using your powerful leg and buttocks muscles. Your feet should be wide apart, head and back upright. Keep abdominal muscles tight and the load in close.</p>	<p><b>DO</b> USE EQUIPMENT</p>  <p>Do use equipment like hand trucks, dolly's, or forklifts to do the heavy lifting. It's much less work and less risk of injury.</p>
<p><b>DON'T</b> LIFT BULKY LOADS ALONE</p>  <p>Don't lift bulky or heavy loads alone. Doing so puts great stress on your low back muscles and spine.</p>	<p><b>DON'T</b> TWIST WHEN LIFTING</p>  <p>Don't twist when lifting, lowering, or carrying any load as this increases your risk of back injury.</p>	<p><b>DON'T</b> USE YOUR BACK</p>  <p>Don't lift the load with your rear end high and your head low. Use your leg muscles, not your weaker low back muscles.</p>	<p><b>DON'T</b> LIFT HEAVY LOADS</p>  <p>Don't lift heavy loads when you can use equipment. It is less work and less stress on your low back.</p>

### 3.21 Adverse Weather Conditions

At Play Place settings we will endeavor to keep settings open during adverse weather conditions; however, we have to maintain a safe approach during these times.

The setting will only be closed if one or more of the following conditions apply:

- Insufficient staff are able to get into the workplace
- Conditions on site are dangerous or health and safety cannot be maintained
- Conditions are considered to be or are anticipated to later become too hazardous for travel

Where adverse weather conditions cause staff delays or difficulties when travelling to work, they should take reasonable steps to make their way to setting as soon as they possibly can, taking into account their personal safety. If staff are unable to get into work, they should telephone nursery/preschool at the earliest possible opportunity to explain the situation and agree what to do. Staff should continue to monitor the weather conditions during the day to see if they can attend work later and make possible plans for the following day depending on forecasts. Managers at settings will discuss closure with staff and will make a joint agreement; closure can have an effect on salaries. Where possible and if required we will relocate staff to other settings or work.

Play Place will make all practicable efforts to keep parents informed during adverse weather conditions, as we appreciate that such conditions and the uncertainty places very considerable difficulties upon parents. However parents are expected to check the websites and/or Facebook and other channels of communication for information.

Notification of closure can be found on our website at [www.playplace.org](http://www.playplace.org) , Facebook and twitter

We recognise that parents may not want to venture out to the setting when the weather is extreme or treacherous, we will require parents to inform the setting if the child is not attending the setting if we are open during in such periods.

In the event of the setting having to close during the day due to unforeseen worsening weather conditions, parents will be contacted by phone either at home or workplace and asked to collect their child. Staff who are likely to face particular difficulties in getting home may have to leave work early, taking into account their personal safety. Minimum cover arrangements in settings will be provided by employees who do not have a particularly long or difficult journey home to ensure staffing ratios are maintained for the safety of the children.

### 3.22 Domestic Abuse

Play Place is committed to heightening awareness of domestic violence and will support and signpost those who are affected. Domestic violence can involve men as well as women.

Safeguarding those who are immediate danger is a priority and we will seek to help and assist which may include: confidential means for coming forward for help; resource and referral information; special considerations at the workplace for employee safety; work schedule adjustments or leave necessary to obtain medical, counselling or legal assistance; and workplace relocation. We will keep families safe within our groups and work with safeguarding teams and organisations.

In responding to domestic abuse, Play Place will maintain appropriate confidentiality and respect for the rights of the families or employee involved.

#### Domestic abuse definition

abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

This can encompass, but is not limited to, the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

**Controlling behaviour is:** a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

**Coercive behaviour is:** an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

### Forced Marriage

In a forced marriage, one or both spouses do not consent to the arrangement of the marriage or in the case of some adults with learning or physical disabilities cannot consent to the marriage, and some elements of duress are involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced Marriage is an abuse of human rights and, where a child is involved, an abuse of the rights of the child.

Forced marriage involving anyone under the age of 18 constitutes a form of child abuse. A child who is forced into marriage is likely to suffer Significant Harm through physical, sexual or emotional abuse. Forced marriage can have a negative impact on a child's health and development, and can also result in sexual violence including rape. If a child is forced to marry, he or she may be taken abroad for an extended period of time which could amount to child abduction. In addition, a child in such a situation would be absent from school resulting in the loss of educational opportunities, and possibly also future employment opportunities. Even if the child is

not taken abroad, they are likely to be taken out of school so as to ensure that they do not talk about their situation with their peers

### **Honour Based Violence**

Honour based violence is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

### 3.23 E Safety Policy

Play place recognise that children and young people can become vulnerable when using the internet. Internet usage by children and young people can be a powerful learning tool if they are taught the basics of keeping them self-safe whilst online. Children and young people are using the internet more frequently leaving children and young people to become susceptible to online harms. Some of the online harms that practitioners or youth workers should look out for are:

- Cyberbullying
- Sexual exploitation
- Radicalisation and extremism
- Violence against woman and girls
- Serious violence
- Hate Crimes

Early years and After school:

- Online safety instructions for children must start at an early age whilst within a pre-school environment in order to keep children safe whilst using the internet.
- Children and young people should not be left unsupervised when using the internet.
- Computers of mobile devices should only be used if there are Play Place issued devices.
- Computers and devices should have the correct firewalls and security to minimise access to inappropriate sites or pop up adverts.
- Delivery of E safety accordingly to the children's age should be included in sessions.
- E safety policy should be shared to parents with options for parent sessions where parents need the support to understand E safety and keeping their children safe.

Young people:

- Should beware of online safety prior to using a Play Place computer or devices.
- Young people should not be left unsupervised when using the internet.
- Computers and mobile devices being used should be Play Place issued devices.
- Play Place computers and devices should have the correct security and firewalls installed to minimise access to inappropriate sites or pop up adverts.
- The delivery of E safety sessions should be delivered in accordance to the young person's age and ability.
- An E safety policy should be shared with parents outlining our safety measures put in place for young people access the internet, and options for E safety parent sessions to be incorporated.
- Young people who try to gain access to inappropriate sites will not be able to use Play Place computers or devices in the future to minimise risks.

- Any young person who we deem as at risk, please then follow our safeguarding policy

### 3.24 Fabricated Induced Illness policy

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

FII is also known as "Munchausen's syndrome by proxy"

(not to be confused with [Munchausen's syndrome](#), where a person pretends to be ill or causes illness or injury to themselves).

Play Place will work within our safeguarding policies to ensure safety. We will disclose and report to safeguarding teams if FII abuse is identified.

#### Signs

Fabricated or induced illness (FII) covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.

Behaviours in FII include a mother or other carer who:

- persuades healthcare professionals that their child is ill when they're perfectly healthy
- exaggerates or lies about their child's symptoms
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medicine or other substances

### 3.25 Lone Working

The purpose of this policy is to ensure that within Play Place the necessary systems and working practices are adopted and maintained to provide for the safety of all employees undertaking lone working. Delivery may require staff to work alone without another member of staff. Play Place will support lone working staff by maintaining safeguarding procedures and risk assessments to protect staff, volunteers and stakeholders.

Risk assessments are to be carried out to minimize and limit a risk situation occurring. Risk assessments are variable and individual depending on the situation and the environment. All staff have a responsibility to sustain and uphold good practice and complete risk assessment paperwork to evidence safety and minimize vulnerability.

#### Early years & After school

Play Place early years work to Ofsted requirements and regulations. Ratio working is maintained through regular staff and cover and agency staff as and when required. However, working to ratio is mandatory and on occasions staff may be working alone with a group of children due to the nature or requirements of the setting. Managers must be aware and have regular support visits to staff working alone, staff must be as visual and open as possible, whilst maintaining safety and security for the children. Best practice is not leaving a member of staff alone, however there are times and occasions when this is not possible and good practice has to continue.

Times when lone working is acceptable are:

- Toilet breaks
- Lunch cover
- Nappy changes
- Comforting a child that may be unwell in a quiet area.
- Following a child's interest, as this may lead staff away with a child to explore an area
- Supporting children in the toilet area
- The duties some team members have, e.g. management, opening and closing the setting, carrying out cleaning or maintenance at the settings and staff operating outside operating hours.
- Supporting a child with needs
- Supporting challenging situations.

#### Youth

Youth workers and young people workers may on occasions have to lone work. This may occur as a regular part of an employee's working practice or on an occasional basis. In either situation, it will arise from the understanding that this is the most appropriate and effective way of working with a young person.

- Staff will have risk assessments in place to manage their safety and resources available to support security.
- Staff will make known their whereabouts at the site office or pin drop systems on devices to identify their location.
- Mobile phones will be used for contact.
- Staff will be open with their practice making sure they are in public areas when undertaking outreach or detached work.
- Staff will avoid detached and outreach work in alleyways and underpasses, places of vulnerability to personal safety.
- Staff are not to put themselves in vulnerable situations.
- Young people are not to sit in staff cars.
- Lone working practice will be an element of the induction process.
- Training and workshops will pinpoint lone working procedures and will enable opportunity for staff to share and input to risk assessments and policy reviews.
- Support through supervisions will enable staff to discuss with line managers lone working procedures and its effectiveness and risk in delivery.
- Record keeping and report writing may identify young people that are a threat or risk to staff safety. These records must be used to risk assess so staff avoid harm to themselves.

### 3.26 Covid 19

The Coronavirus impacted the U.K March 2020, with a closure of services and a lock down of the nation. Coronavirus is a new disease; at present we have limited understanding and knowledge how this virus works. We are reliant on government, local authority and health organisations for their continued updates that will be reflected in our policies, risk assessments and overall delivery across our diverse range of services.

We know the coronavirus / Covid-19 is an infectious viral disease. The virus in some cases can have mild symptoms but in others can be severe. Key symptoms can consist of a high temperature, a persistent cough, tiredness, loss of taste and in some cases, it can be difficult to breathe. There is further research on symptoms of the virus

Play Place delivers social and educational provision and activities for children and young people. In some cases, this may include supporting vulnerable children, young people, and families and those on EHCP's, those attending PRU's and those who have key worker parents.

#### The Government report dated (May 2020)

“People will need to minimise the spread of the disease through continuing good hygiene practices: hand washing, social distancing and regular disinfecting of surfaces touched by others. These will be in place for some time”. This is good practice.

“The number of social contacts people make each day must continue to be limited, the exposure of vulnerable groups must continue to be reduced from normal levels, and symptomatic and diagnosed individuals may still need to isolate”.

“Over time, social contact will be made less infectious by:

- Making such contact safer (including by redesigning public and workspaces, and those with symptoms self-isolating) to reduce the chance of infection per contact.
- Reducing infected people's social contact by using testing, tracing, and monitoring of the infection to better focus restrictions according to risk; and
- Stopping hotspots developing by detecting infection outbreaks at a more localised level and rapidly intervening with targeted measures”.

The report also states:

“In the near term, the degree of social contact within the population continues to serve as a proxy for the transmission of the virus; the fewer contacts, the lower the risk”.

“Developing smarter social distancing measures will mean the Government needs to balance increasing contacts as it relaxes the most disruptive measures with introducing new measures to manage risk, for example by tightening other measures”.

“Many measures require the development of new safety guidelines that set out how each type of physical space can be adapted to operate safely.

“Many businesses across the UK have already been highly innovative in developing new, durable ways of doing business, such as moving online or adapting to a delivery model. Many of these changes, like increased home working, have significant benefits, for example, reducing the carbon footprint associated with commuting”.

“The Government also anticipates targeting future restrictions more precisely than at present, where possible, for example relaxing measures in parts of the country that are lower risk, but continuing them in higher risk locations when the data suggests this is warranted. For example, it is likely that over the coming months there may be local outbreaks that will require reactive measures to be implemented reactively to maintain control of transmission.

### Current Advice - Step One

“For the foreseeable future, workers should continue to work from home rather than their normal physical workplace, wherever possible. This will help minimize the number of social contacts across the country and therefore keep transmissions as low as possible. All those who work are contributing taxes that help pay for the healthcare provision on which the UK relies. People who are able to work at home make it possible for people who have to attend workplaces in person to do so while minimising the risk of overcrowding on transport and in public places”.

“All workers who cannot work from home should travel to work if their workplace is open.

“It remains the case that anyone who has symptoms, however mild, or is in a household where someone has symptoms, should not leave their house to go to work. Those people should self-isolate, as should those in their households”

### Step Two

The report outlines the following next step:

“A phased return for early years settings and schools. Schools should prepare to begin to open for more children from 1 June. The Government expects children to be able to return to early years settings, and for Reception, Year 1, and Year 6 to be back in school in smaller sizes, from this point. This aims to ensure that the youngest children, and those preparing for the transition to secondary school, have maximum time with their teachers.

Secondary schools and further education colleges should also prepare to begin some face to face contact with Year 10 and 12 pupils who have key exams next year, in support of their continued remote, home learning. The Government’s ambition is for all primary school children to return to school before the summer for a month if feasible, though this will be kept under review. The Department of Education will engage closely with schools and early years providers to develop further detail and guidance on how schools should facilitate this.

Opening non-essential retail when and where it is safe to do so, and subject to those retailers being able to follow the new COVID-19 Secure guidelines. The intention is for this to happen in phases from 1 June; the Government will issue further guidance shortly on the approach that will be taken to phasing, including which businesses will be covered in each phase and the timeframes involved. All other sectors that are currently closed, including hospitality and personal care, are not able to re-open at this point because the risk of transmission in these environments is higher. The opening of such sectors is likely to take place in phases during step three, as set out below.

Permitting cultural and sporting events to take place behind closed-doors for broadcast, while avoiding the risk of large-scale social contact”.

### Step Three

The ambition at this step is to open at least some of the remaining businesses and premises that have been required to close, including personal care (such as hairdressers and beauty salons) hospitality (such as food service providers, pubs and accommodation), public places (such as places of worship) and leisure facilities (like cinemas). They should also meet the COVID-19 Secure guidelines. Some venues which are, by design, crowded and where it may prove difficult to enact distancing may still not be able to re-open safely at this point, or may be

### Additional key thought

“Recognising that underlying health conditions and obesity are risk factors not just for COVID- 19 but also for other severe illnesses, the Government will invest in preventative and personalised solutions to ill-health, empowering individuals to live healthier and more active lives. This will involve expanding the infrastructure for active travel (cycling and walking) and expanding health screening services, especially through the NHS Health Check programme, which is currently under review”.

“As more people return to work, there will be more movement outside people's immediate household. This increased mobility means the Government is now advising that people should aim to wear a face-covering in enclosed spaces where social distancing is not always possible and they come into contact with others that they do not normally meet, for example on public transport or in some shops. Homemade cloth face-coverings can help reduce the risk of transmission in some circumstances. Face-coverings are not intended to help the wearer, but to protect against inadvertent transmission of the disease to others if you have it asymptotically.

A face covering is not the same as a facemask such as the surgical masks or respirators used as part of personal protective equipment by healthcare and other workers. These supplies must continue to be reserved for those who need it. Face-coverings should not be used by children under the age of two, or those who may find it difficult to manage them correctly, for example primary age children unassisted, or those with respiratory conditions. It is important to use face- coverings.

SAGE advice that the risk of infection outside is significantly lower than inside, so the Government is updating the rules so that, as well as exercise, people can now also spend time outdoors subject to: not meeting up with any more than one person from outside your household; continued compliance with social distancing guidelines to

remain two meters (6ft) away from people outside your household; good hand hygiene, particularly with respect to shared surfaces; and those responsible for public places being able to put appropriate measures in place to follow the new COVID-19 Secure guidance.

People may exercise outside as many times each day as they wish. For example, this would include angling and tennis. You will still not be able to use areas like playgrounds, outdoor gyms, or ticketed outdoor leisure venues, where there is a higher risk of close contact and touching surfaces. You can only exercise with up to one person from outside your household – this means you should not play team sports, except with members of your own household”.

## Outside

**Social distancing** - Transmission is affected by both duration and proximity of contact; individuals should not be too close to other people for more than a short amount of time. Public Health England recommends trying to keep **two metres away** from people as a precaution.

It remains essential to **keep hands and face as clean as possible**. People should wash their hands often, using soap and water, and dry them thoroughly. Touching of the face should be avoided. Hand sanitiser should be carried when travelling and applied where available outside the home, especially when entering a building and following contact with surfaces.

**Clothes should also be washed regularly**, as there is some evidence that the virus can stay on fabrics”.

## Workspace

“It is possible to reduce the risks of transmission in the workplace by limiting the number of people that any given individual comes into contact with regularly. Employers can support this where practical by changing shift patterns and rotas to keep smaller, contained teams. Evidence also suggests the virus is less likely to be transmitted in”

Work from home if you can. Many people can do most or all of their work from home, with the proper equipment and adjustments. Your employer should support you to find reasonable adjustments to do this. However, not all jobs can be done from home. If your workplace is open and you cannot work from home, you can travel to work.

Avoid being face to face with people if they are outside your household. You are at higher risk of being directly exposed to respiratory droplets released by someone talking or coughing when you are within 2m of someone and have face-to-face contact with them. You can lower the risk of infection if you stay side-to-side rather than facing people.

Reduce the number of people you spend time within a work setting where you can. You can lower the risks of transmission in the workplace by reducing the number of people you come into contact with regularly, which your employer can support where practical by changing shift patterns and rotas to match you with the same team each time and splitting people into smaller, contained teams.

Avoid crowds. You can lower the risks of transmission by reducing the number of people you come into close contact with, so avoid peak travel times on public transport where possible, for example. Businesses should take reasonable steps to avoid people being gathered together, for example by allowing the use of more entrances and exits and staggering entry and exit where possible.

## Test and Trace

Contact tracing is being launched across the UK, its intentions is to manage and reduce the risk of spread.

Tracers will contact people who have been in contact or near to another person who are infected with the coronavirus.

Isolation of 14 days from time of contact will be required, other people within their household will not have to isolate unless they develop symptoms.

We would require staff to access a test and providing the results are negative then a return to work is acceptable.

Staff will self-isolate if they have coronavirus symptoms and or/are contacted by contact tracers. Salaries will be paid accordingly during this time.

## Summary Govt Guide

- Refresh your risk assessment and other health and safety advice for children, young people, and staff in light of recent government advice, identifying protective measures (such as the things listed below). Also ensure that all health and safety compliance checks have been undertaken before opening
- Organise small class/groups
- Organise classrooms & venues and other learning environments such as workshops for those groups, maintaining space between seats and desks where possible
- refresh the timetable:
- Decide which activities will be delivered and consider safe layout
- Consider which activities could take place outdoors
- Minimise movement around the school or building
- Consider how best to supplement remote programmes some face to face support
- Plan parents' drop-off and pick-up protocols that minimise adult to adult contact
- Consider how to keep small groups of younger children together
- Consider how play equipment is used ensuring it is appropriately cleaned between groups sessions, and that multiple groups do not use it simultaneously
- remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere
- remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)

- consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses, or public transport where possible.

### Coronavirus / Covid -19 policy (update Nov 2020)

The Coronavirus impacted the U.K March 2020, with a closure of services and a lock down of the nation. Coronavirus is a new disease; at present we have limited understanding and knowledge how this virus works. We are reliant on government, local authority and health organizations for their continued updates that will be reflected in our policies, risk assessments and overall delivery across our diverse range of services.

We know the coronavirus / Covid-19 is an infectious viral disease . The virus in some cases can have mild symptoms but in others can be severe. Key symptoms can consist of a high temperature, a persistent cough, tiredness, loss of taste and smell and in some cases, it can be difficult to breathe. There is further research on symptoms of the virus

To combat the virus, we have risk assessment that are working document that maintain the safety of staff, families, children, and young people. Risk assessments are a working document that enable us to have a continuous review of processes and implement change where required.

- Minimizing contact
- Changes of work practices
- Hand and respiratory hygiene
- Increased cleaning of the environment
- Limiting movement
- When you might need to use personal protective equipment (PPE)
- Testing – all early year’s staff who develop symptoms should book a test.

These include:

- Minimizing contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, does not attend childcare settings, schools, or colleges.
- If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the [COVID-19: guidance for households with possible coronavirus infection guidance](#)
- Children and young people appear to less likely to get the virus.
- We will talk to our children and young people about personal safety (age appropriate) ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach

- Social distancing for young children is impossible task in a group situation to minimize risk in our Early year's settings, we will work within small groups and manage movement where possible to reduce the risk of infection.
- Young people will maintain a safe social distancing approach within the youth environment, minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)
- Those who need to be shielded or who are critically vulnerable will be supported appropriately and within guidelines. Where possible we will support children, young people, and families through our digital delivery.
- Regular risk assessment of delivery and altering the environment where required will manage contact and distancing
- Cleaning hands more often than usual is a necessity - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. We will ensure there are hand wipes and sanitisers for our remote staff.
- We will have cleaning rotas in place and work in partnership with landlords, commissioners, hirers, and other partnerships to maintain a safe, clean environment. Regular cleaning using antibacterial sprays, bleach and such detergents will be used to maintain cleanliness.
  - Personal Protective Equipment will be made available where required. Masks and shields are available for staff and visitors.
  - Children and young people will only wear face coverings where required and in line with government requirements.
  - Disposal of waste such as disposable cleaning cloths, face coverings, tissues, and PPE from people with symptoms of coronavirus (COVID-19)
    - put it in a plastic rubbish bag and tie it when full
    - place the plastic bag in a second bin bag and tie it
    - put it in a suitable and secure place marked for storage for 72 hours

- This waste should be stored safely and securely kept away from children. You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours.
- If the children or young people being transported do not have symptoms of coronavirus (COVID-19), there is no need for a driver to use PPE. Risk assessments and cleaning controls are in place to manage hygiene and safety with transport.

#### Virus symptoms in the workplace

If a child, young person becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.

The following must apply: -

- Maintain distance where possible
- If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult.
- If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn
- Movement must be limited, stay in the agreed area.
- Toilet and basins that are used must be thoroughly cleaned and other users are not to use this area.
- Any members of staff who have provided close contact care to someone with symptoms, even though wearing PPE, and any other members of staff or pupils who have been in close contact with them, even if wearing a face covering, do not need to go home to self-isolate unless:
  - they develop symptoms themselves, in which case, they should also arrange to have a test
  - the symptomatic person subsequently tests positive
  - they are requested to do so by NHS Test and Trace or the PHE advice service or PHE local health protection team if escalated

#### Reporting Infection - Dealing with Covid-19 Outbreaks in settings/groups

The advice service can be reached by calling the DfE Helpline on **0800 046 8687** and selecting option 1 for advice on the action to take in response to a positive case. Callers will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice. Any general queries relating to coronavirus and education and childcare settings should select option 3 or 4.

Settings will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice.

If, following triage, further expert advice is required, the adviser will escalate the setting's call to the PHE local health protection team.

Settings should report confirmed cases of coronavirus (COVID-19) to their local authority/council.

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked at [NHS test and trace](#) or ordered by telephone via NHS 119.

Essential workers, which includes anyone involved in education, childcare or social work, and their households, have [priority access to testing](#).

Schools and FE providers also have access to a small number of home testing kits for use in line with our [guidance on home testing kits](#).

Settings must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19).

Based on the advice from the PHE dedicated advice service (or PHE local health protection team if escalated), settings must ask those people who have been in close contact with the person who has tested positive to self-isolate for 14 days since they were last in close contact with that person when they were infectious.

Following the launch of the NHS COVID-19 app in England, settings may find it helpful to refer to the [guidance on the use of the app in schools and further education colleges](#). The app is intended for use by anyone aged 16 and over, including staff members, if they choose to do so. Further guidance is available on [NHS test and trace](#).

If there is an outbreak at Play Place sites a full report must be submitted to the following

- Directors
- Commissioners
- Ofsted
- Riddor
- Landlords

## Section 4 Contents

### Partnership with parents and carers

- 4.1 Confidentiality
- 4.2 Data Protection
- 4.3 Working in partnership with parents and carers
- 4.4 Charges
- 4.5 Complaints



## 4.1 Confidentiality

It is important that young people, parents, colleagues, visitors and staff feel that they can share information with others knowing that the information being given will go no further and will be in confidence. Confidentiality and sensitivity is also needed in staff supervisions and appraisals and issues should only be discussed with the member of staff, manager and directors as needed.

Confidential information about an individual child, young person, parents or carer must only be disclosed on a 'need to know' basis. Staff must not discuss any information of this nature outside of the setting and must respect the right of family confidentiality.

Parents will have access to information regarding their child or young person but not to any other child or young person. All records and information are kept in a safe and secure place and any records kept on computer must be registered under the data protection act 1984. Staff must not discuss any information about a child or young person in front of other parents. Another room or separate area must be used to discuss sensitive issues.

Young people and children should be aware that they can talk openly about how they feel and that information will remain confidential unless there is significant threat to the child, young person or a third party.

## 4.2 General data and Protection Regulations (GDPR)

The Play Place group adheres to the following data protection principles:

- Play Place complies with the data protection Act and has security measures in place to safeguard information
- Play Place holds data on each registered child and young person, which will only be used for specific purposes allowed by law
- Settings will have admission information and other confidential records that will only be accessible to setting staff and members of the senior management team where necessary
- All written information is kept in a secure locked place
- Parents and carers may arrange with setting managers to view their child or young person's record but will not have access to any other child's or young person's record or information
- On occasions the Local Authority may request general information about children or young people within our settings to carry out specific functions, such as accessing Education Grant Funding for children at the appropriate age or localities monitoring

Play Place collects, uses and is responsible for certain personal information about our beneficiaries. In the course of providing education and care we collect the following personal information:

- Personal information (such as name, date of birth, gender, home address and postcode)
- Special category characteristics (such as special educational needs (SEN) information, ethnicity, relevant medical information)
- Parents/Carers Information (such as name, date of birth, National Insurance or National Asylum Support Service Number)
- Financial eligibility information (such as 30 hours codes where applicable)
- Attendance information (such as sessions attended, number of absences and absence reasons)

We also obtain personal information from other sources such as follows:

- Local Authorities
- Social workers
- SEND workers
- Early years advisors
- Health visitors
- Youth workers
- GP's

- Partnership groups

We use your personal information to:

- Check and calculate free entitlement (where applicable)
- Provide appropriate pastoral care and support services to children and young people.
- Provide funding (where applicable)
- Provide advice, support and guidance to the setting or provision
- Enable financial and policy compliance checks of the setting or provision
- Assess and improve the quality of our services
- Comply with the law regarding data sharing
- Safeguard children

We hold financial information securely and retain it for 7 years, after which the information is archived or securely destroyed.

We will hold your personal information securely and retain it from the child /young person's date of birth until they reach the age of 25, after which the information is archived or securely destroyed.

We collect and use personal information to comply with our legal obligations under section 537A of the Education Act 1996, section 83 of the Children Act 1989, and to carry out tasks in the public interest. If we need to collect special category (sensitive) personal information, we rely upon reasons of substantial public interest (equality of opportunity or treatment).

Who we share personal information with:

- Department for Education (DfE) (statutory for early years funding and policy monitoring)
- Kent County Council, Croydon Local Authority, Bromley Borough Council Management
- Information & Finance (to provide funding)
- Other local authorities, or other early years settings, to resolve duplicate claims and funding queries
- Commissioned providers of local authority services (such as education services)
- Local multi-agency forums which provide SEND advice, support and guidance (such as EY Local Inclusion Forum Team (EY LIFT))
- Schools that you attend after leaving us (where applicable)
- Partner organisations signed up to an Information Sharing Agreement, where necessary, which may include Police, school nurses, doctors and mental health workers and Community
- Health NHS Foundation Trusts
- Contracted providers of services (such as external photographers and catering providers) where consent has been given
- Law enforcement or other authorities if required by applicable law

## The National Pupil Database (NPD)

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD (Information About Individual Pupils) (England) Regulations 2013.

The NPD is owned and managed by the DfE and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the DfE. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

The DfE may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- Conducting research or analysis
- Producing statistics
- Providing information, advice or guidance

The DfE has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- Who is requesting the data
- The purpose for which it is required
- The level and sensitivity of data requested: and
- The arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

## Beneficiary rights

Under the GDPR our beneficiaries have rights to exercise free of charge to:

- Know what we are doing with your information and why we are doing it
- Ask to see what information we hold about you (Subject Access Request)
- Ask us to correct any mistakes in the information we hold about you
- Object to direct marketing
- Make a complaint to the Information Commissioners Office
- Withdraw consent (if applicable)

Depending on our reason for using your information you may also be entitled to:

- Ask us to delete information we hold about you
- Have your information transferred electronically to yourself or to another organisation
- Object to decisions being made that significantly affect you
- Object to how we are using your information
- Stop us using your information in certain ways

We will always seek to comply with request, however we may be required to hold or use your information to comply with legal duties.

For further information about beneficiary rights, including the circumstances in which they apply, see the guidance from the UK Information Commissioners Office (ICO) on individuals' rights under the General Data Protection Regulation.

### Keeping personal information secure

Play Place have appropriate security measures in place to prevent personal information from being accidentally lost or used or accessed in an unauthorised way. Staff members must limit access to personal information to those who have a genuine business need to know it. That processing information will do so only in an authorised manner and are subject to a duty of confidentiality.

Play Place have procedures in place to deal with any suspected data security breach. We will notify you and any applicable regulator of a suspected data security breach where we are legally required to do so.

### Who to Contact and Where to go for Further Information

Parents or young people who required further assistance should contact Rose Hennis at [info@playplace.org](mailto:info@playplace.org) to exercise any of their rights, or if they have a complaint about why information has been collected, how it has been used or how long we have kept it for.

Croydon's Early Years Funding Portal has a three tiers of security, an initial password, a verification code that has to be used within 5 minutes of issue and a final security question. All data is then imported into the Capita ONE system, with the data being stored securely off-site in London by our system controller, Capita

For more information about services for young children and privacy policies, please go to:

[www.kent.gov.uk](http://www.kent.gov.uk) [www.croydon.gov.uk](http://www.croydon.gov.uk) [www.bromley.gov.uk](http://www.bromley.gov.uk)

The General Data Protection Regulation also gives the right to lodge a complaint with a supervisory authority. The supervisory authority in the UK is the Information Commissioner who may be contacted at <https://ico.org.uk/concerns> or telephone 03031 231113.

For further information about how the Department for Education uses your information:

To find out more about the pupil information we share with the DfE, for the purpose of data collections, go to <https://www.gov.uk/guidance/early-years-census>

To find out more about the NPD, go to

<https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

For more information about the DfE's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

### 4.3 Partnership with parents

Close working between Play Place staff and parents or carers is essential for the well-being of the child and young person.

#### **Staff responsibility**

- Staff will inform parents of changes and development and where possible giving a reasonable time span for all to adapt.
- Where possible, parents will be given the opportunity to comment and be part of any changes.
- Every effort will be made to welcome and involve parents in the running of the group.
- All new parents will be made aware of group routine and policies.
- Groups will ensure parents have the opportunity to contribute their own skills or interests to the activities of the group.
- Where there are keyworker systems, welcoming introductions will be made to families.
- Parents should be made aware of volunteering opportunities in the setting, if they have time and would like to help.
- Parents should be kept up to date about group activities through regular newsletters.
- In the event of separation within a family unit, although staff will take parents wishes into consideration as much as possible, both parents have the right to collect the child unless a court order states otherwise.

#### **Parental responsibility**

- Parents should inform their child's key worker or managers of any changes of circumstance that may affect the child's happiness and well-being.
- Parents should always inform the setting if they are not collecting their child; no child can be allowed to leave with an unauthorised person.
- Parents should encourage their child to join in activities such as letter of week and to bring in any items from home that is relevant to the week's topic or themes.
- Parents should provide nappies and spare clothing for potty training and return loaned items of clothes as soon as possible.

- Families experiencing financial hardship at any time should speak to the manager. Any information given will be treated in confidence. Every effort will be made to reach an agreement.

#### 4.4 Charges

We always aim to make our services as accessible as possible. Where we do charge, it is at a rate that is appropriate to ensure that costs of service delivery are covered. Our charging structure and policy is transparent and charges are always made clear.

At Play Place Childcare Services Ltd we talk to parents about their entitlements to grant funding, for example 2 year old funding, 30 hours entitlement or explore access through other services for example Children's Services.

Fees for pre schools are paid by the end of the first month in the new term and on a monthly basis for full day care. The setting manager or deputy are responsible for collecting and recording fees.

A month's notice is required if children leave the setting. However, we will work with parents if they need to leave at shorter notice due unexpected circumstances.

If parents or carers have any difficulty paying or cheques are returned unpaid, a confidential and sensitive discussion must take place between the parent or carer and the Manager, Director of Finance or other Directors. In all cases we seek to work out a payment plan that is responsive to the needs of the family and ensure that the child or young person does not miss service delivery.

On occasions, activities for older children (such as at some drop-in activities) may be charged at a small amount; these costs are on a one-off basis.

## 4.5 Complaints

We aim to provide the highest quality care and support children and young people. We provide a variety of play, educational and learning experiences to encourage each child or young person to reach his or her full potential.

We aim to treat each child or young person and their families as individuals, making them feel welcomed and valued.

We believe that all children, young people and adults are entitled to courtesy and prompt attention to their needs and concerns.

We also welcome suggestions and comments on our practice from children, young people and adults.

### **Making concerns known**

If parent are or carers have concerns about service delivery the following actions should be taken:

1. Initially the parent or carer should speak the child's key worker or youth worker about any comments and suggestions.
2. They may speak to setting Manager either informally or by making an appointment if this is more convenient.
3. If concerns raised have not been addressed within an appropriate time scale (this will depend on the nature of the concern) or if the problem re-occurs then the concern must be put in writing to the Manager and a meeting must be arranged.
4. If after this second meeting the concerns have still not been addressed or it is felt the outcome is not satisfactory then external advice may be sought through Ofsted or through commissioning bodies.
5. Parents may contact Ofsted at any time

### **What happens with a complaint?**

1. General complaints and concerns can be dealt with at the setting and will be acted upon instantly, for example if a child has lost a personal item.
2. Complaints will be formally logged in our records.
3. Managers will keep young people, parents and carers updated with developments.
4. Parents will receive a written response to formal complaints.
5. Action plans may be used to rectify a situation.
6. All those involved should be able to see any new progress.

7. Where a complaint is serious (such as a staffs conduct), we will seek advice from our Human resources (HR) company, and will act upon their legal advice. This may include suspension of the staff member whilst an investigation takes place **(Detailed in section 5.9)**
8. If a complaint involves children, the Ofsted compliance team will be notified and we shall act upon advice given.
9. The local authority Children's services team will be contacted where appropriate.
10. Play Place Directors will work to support families and staff.

## Section 5 Contents

### Staffing and Management

- 5.1 Recruitment Procedure
- 5.2 Staff training
- 5.3 Students and volunteers
- 5.4 Inductions
- 5.5 Non attendance in the workplace
- 5.6 Finance
- 5.7 Company vehicles and petrol claim
- 5.8 Harassment in the workplace
- 5.9 Investigation procedures for staff
- 5.10 Whistle blowing
- 5.11 Team Meetings and supervision



## 5.1 Staffing and recruitment

The Play Place Group has a non-discriminatory approach to employment and recruitment. The Play Place group operates a fair recruitment process and adheres to and recognises that it is unlawful to discriminate directly or indirectly in recruitment or employment because of any of the nine 'protected characteristics' 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.

In the first instance Directors must agree advertising for staff before recruitment starts.

Requirements for post are agreed and documented. All candidates who respond to an advert will then be provided with:

- An application form
- Job description
- Person specification
- DBS information
- Other relevant information for the post

The post will be advertised on credited sites.

Posts are advertised for an agreed duration with Directors.

A short-listing process will take place as follows:

1. Long list and short listing are processed from applications.
2. Candidates are informed of an interview in a formal environment (office based).
3. Candidates will be sent a letter offering an interview.
4. Candidates will need to bring to the interview appropriate paperwork, passport or identity card being the upmost importance.

The interview process will take place as follows:

1. Interviews will take place in an appropriate environment.
2. Appropriate staff will lead interview, usually senior level and above.
3. Interview questions will be screened with relevance to the post.
4. Each question will relate directly to the person specification.
5. A fair process of points system will maintain equality. The panel will score each answer given.
6. Practical participation may be required and safeguards will be maintained effectively.
7. Candidates will have time to ask questions.

8. Candidates will be informed of interview outcomes within an agreed time frame.
9. Candidates can be informed by telephone but all successful candidates must have a letter of outcome.

## **Employment**

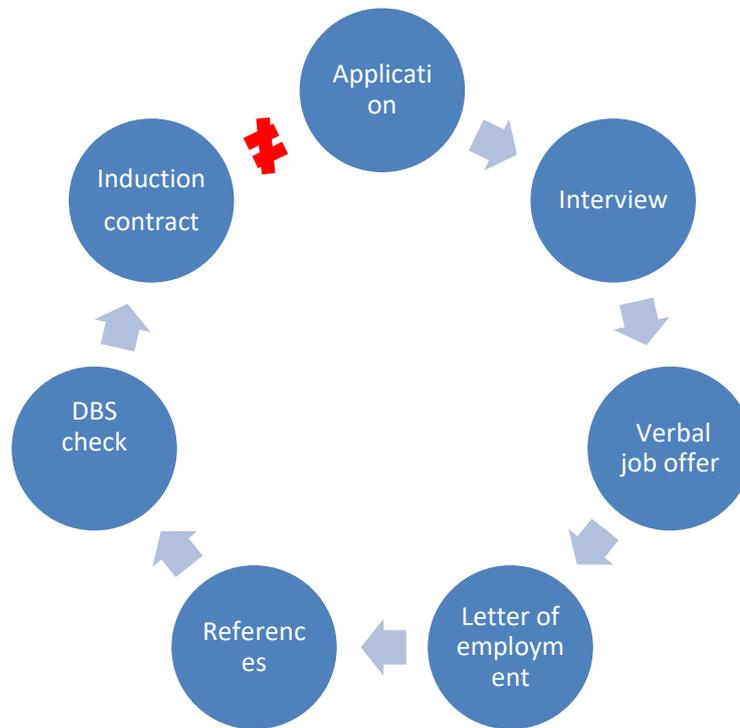
New staff must receive a letter that will confirm the following:

1. Salary
2. Start date/ hour
3. Position
4. Place of work

Once the post is agreed:

1. Two references will be taken up –written returns. Verbal references must be followed up with a hard copy.
2. DBS check applied for, or cross referenced
3. Banking details processed.
4. Contracts will be received, this can be before the end of probationary period
5. Personnel handbooks are available on line or as hard copies.
6. Induction period starts.
7. A probation period is agreed.
8. Performances will be assessed and monitored.
9. In addition to probation periods, all staff members are offered regular supervision and support sessions.

In the interest of fairness promotional opportunities, training and pay increments will be made available to staff as opportunities arise.



## 5.2 Staff training

The Play Place Group has an on-going programme of training and development for all our staff.

All new staff are offered a full induction that covers all key areas, practice, policies and expectations of the worker. Regular supervisions allow staff opportunity to discuss how things are going.

Each staff member has a yearly appraisal with his or her line manager. This time will be used to explore personal development opportunities, not only in relation to training courses but also exploring other training opportunities and developmental experiences.

Staff will be expected to access training opportunities to:

1. Develop their own personal abilities and skills within a given field.
2. Further their skills and knowledge.
3. Develop confidence and self-esteem.
4. Raise standards.
5. Keep updated.
6. Adhere to regulations and requirements within the regulatory framework.

Play Place expects staff to:

1. Attend staff meetings and group training as requested.
2. Utilise their new knowledge and ideas within their setting.
3. Relate and discuss with staff.
4. Ensure that managers and staff team support new ideas and developments.
5. Welcome other agencies into the setting.
6. Record staff training and inform Directors of staff development.

7. Have access to training manuals and information.

Play Place will:

1. Ensure information from other organisations and publications, local and central government sites are accessible and open opportunities to training and development.
2. Support staff with appropriate training requests.
3. Pay training providers where applicable and as budgets allows.
4. Access funding when available.
5. Support staff feedback and concerns.
6. Give appropriate time off for studies.
7. Welcome training providers into settings.
8. Keep an overall account of staff development and support areas of improvement.

### 5.3 Volunteers and students

Volunteers and students play an important part in supporting the work at play Place. Benefits and added value that students and volunteers bring can be a great additional support to the setting. Student and volunteers should be appreciated and made to feel welcome.

Volunteers and students should undergo recruitment and DBS checks(16 plus) .

We expect any volunteers to abide by the following:

1. Volunteers and students are expected to have DBS checks completed.
2. Provide the necessary documentation from educational establishments and references will be sourced.
3. They will be expected to read the policies appropriate to their setting as these form the basis of good practice.
4. We expect to have personal details on record for emergency use.
5. Names will be entered on a daily register in case of an emergency evacuation.
6. Students as requested will carry out daily tasks. These tasks will be in line with the study curriculum.
7. Appropriate clothing must be worn at all times, and in line with setting policies.
8. Any concerns regarding children and young people must be drawn to the attention of the manager.
9. Students and volunteers are expected to familiarise themselves with daily operational plans.
10. Students and volunteers are expected to have good contact with all children and young people, acknowledging their individual needs.
11. Volunteers and students will be expected to work alongside another member of staff and at no time will be left unattended.

12. Staff and volunteers may be expected to attend outings with a child or young person but will always have another member of staff present.
13. Managers will liaise with course tutors and feedback where appropriate
14. All students and volunteers must adhere to the policies and procedures of the Play Place Group.

## 5.4 Induction

At Play Place all staff will be subject to a six week induction process. This is to ensure that all staff can learn and adapt to their new role and become a fully effective member of the team. During the induction period staff will become familiar with the organisation, policies and procedures, staff teams, young people, children and their families, the environment and company expectations.

During an induction period staff will be given written information to read including copies of policies and procedures, all staff will be expected to comply with all information provided.

By the end of the first day staff should:

1. Had an inducting meeting with the manager.
2. Completed staff detail forms.
3. Received information on their role and requirements and have a clear understanding of them.
4. Read the company's policies and procedures, signed and dated them as understood.
5. Had a tour of the provision including staff toilets and outside areas.
6. Have been assigned a mentor where appropriate.
7. Had the financial procedure and payroll explained.
8. Had the emergency evacuation procedure including fire exits, appointed first aider and assembly points explained.
9. Been introduced to all staff in the setting.
10. Understand safety procedures including access codes, key fobs and keys.

By the end of the first week staff should:

1. Be able to access all equipment and resources.
2. Read through all risk assessments.
3. Demonstrated a fire drill.
4. Have an awareness of how the setting functions on a daily basis.
5. Is aware of all children's needs.
6. Have been introduced to all children, parents and carers.
7. Had a meeting with the Manager to discuss workload, progress and or any difficulties.

By the end of the fourth week staff should:

- Had an initial review meeting that covers information on how their role will support children across the seven areas of learning and development including EYFS, ECM and relevant documents.
- Have a clear understanding of safeguarding within the environment.
- Identify training needs.
- Workload.
- Progress and any difficulties.
- Clear targets will be set and reviewed at subsequent meetings.
- Discuss key worker system and be assigned key children.

By the end of the induction period staff should:

- Be able to demonstrate a capability to meet the requirements of the role to the standard set.
- Have completed their induction programme and undertaken a review meeting with their line manager.
- Have organised regular supervisions and appraisal meetings
- Have been given their contract of employment

## 5.5 Non-attendance in the workplace

This policy ensures safeguards and good practice are put in place to maintain a fair system that monitors staff members non-attendance due to annual leave, time off in lieu, sickness and any other absences from the workplace. Play Place has a diverse working culture therefore any time off the premises has to be reflective of the position and job role of the individual employee and within laws relating to 'Working Time Regulations Act 1998'.

### Annual Leave

Entitlement	<ul style="list-style-type: none"> <li>• Full time staff are entitled to 20 days annual leave and 8 public holiday days.</li> <li>• Annual leave is pro rata accordingly for staff on part time hours.</li> <li>• Leave accrues monthly in advance, at the rate of one twelfth of the annual leave entitlement. It is line manager and directors responsibility to decide whether to authorise a request for leave in advance of accrual.</li> <li>• Term time staff and those working with schools will take annual leave entitlements within the school holiday period.</li> <li>• Annual leave will be taken on a half or full day basis.</li> <li>• New employee entitlement to annual leave will be proportionate to the amount of time left in the annual leave year.</li> <li>• Staff who are working out their notice period with unused annual leave, which has accrued but has not been taken, will be paid with the final salary; this will be subject to the usual deductions for tax and national insurance contributions.</li> </ul>
Time Frame	<ul style="list-style-type: none"> <li>• Annual leave operates from April to March inclusively.</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff may not carry forward unused annual leave, from one year to the next, unless they obtain prior approval from their line manager or director.</li> <li>• Staff may only carry forward a maximum of five days unused annual leave; additional days will be forfeited. Leave carried over must be taken by the end of the following annual leave year to which the unused time relates.</li> </ul>
Procedure	<ul style="list-style-type: none"> <li>• An appropriate holiday form must be completed.</li> <li>• The form is to be submitted to the line manager to be agreed and verified.</li> <li>• Staff may only commit to leave plans on receipt of a signed annual leave form from the line manager who authorises requests for leave.</li> <li>• Once agreed, the annual leave request forms must be counter signed by a company director and passed to the Finance Director ahead of the leave being taken.</li> <li>• If the application for leave is refused, the line manager will notify the staff member as soon as possible.</li> <li>• If a staff members wishes to dispute a line manager's decision to decline an annual leave request, they may use the grievance procedure.</li> <li>• Where there are conflicting annual leave requirements, priority will be given to the member of staff whose request was received first.</li> <li>• Should staff take unauthorised annual leave, they may be subject to disciplinary action, including dismissal.</li> </ul>

#### Time Off In Lieu (TOIL)

Why TOIL	<ul style="list-style-type: none"> <li>• TOIL (Time off in Lieu) - Lieu time is time off which staff members are allowed to take for hours worked beyond the working day (i.e. evenings and weekends).</li> <li>• TOIL allows staff to respond flexibly to unexpected service or personal needs. It also covers the occasional need to vary the working week, such as carrying out weekend projects and activities.</li> <li>• Toil normally is applied to staff on fixed term contracts and whose jobs require a flexible approach to hours worked.</li> </ul>
Expectations	<ul style="list-style-type: none"> <li>• Staff will not build up more than two days in TOIL in each month, except in exceptional circumstances and with prior consent of their line manager/director.</li> <li>• TOIL must be taken in the same month as accrued unless agreed before with the line manager or a director. Lieu time built up and not taken will be lost.</li> <li>• Time off must be equal to time actually worked: i.e. there is no provision for time-and-a-half, double time, etc – if staff work two hours, they can claim two hours TOIL, regardless of whether the occasion is evening or weekend.</li> </ul>

	<ul style="list-style-type: none"> <li>• Where work requires an overnight stay, staff will build up TOIL for hours actually worked and travel time for their normal working hours only.</li> <li>• Staff will be responsible for completing their own TOIL recording sheet.</li> <li>• Any member of staff who is found to have abused the TOIL scheme may have to face disciplinary action up to and including dismissal.</li> </ul>
Procedure	<ul style="list-style-type: none"> <li>• TOIL, annual leave and sick leave folder is retained on the Finance Directors desk.</li> <li>• Toil gained or taken must be recorded on this file and signature obtained from the immediate line manager or a company director.</li> </ul>

#### Sick/Injury

Notification of incapacity to work	<ul style="list-style-type: none"> <li>• Staff must notify us by telephone on the first day of incapacity and at the earliest possible opportunity. A voice message or text can be sent leaving details if there is no answer.</li> <li>• This should be no later than one hour before the normal start time. Notification the night before would assist us in finding a suitable replacement to cover absence.</li> <li>• Notification should be made personally where possible.</li> <li>• Staff should try to give some indication of the expected return date and notify us as soon as possible if this date changes.</li> <li>• If the incapacity extends to more than seven days staff are required to notify us of your continued incapacity once a week thereafter, unless otherwise agreed.</li> <li>• Consistent leave from work due to illness may result in being asked to attend a medical.</li> </ul>
Evidence of Incapacity	<ul style="list-style-type: none"> <li>• Doctor's certificates are not issued for short-term incapacity. In these cases of incapacity (up to seven calendar days) staff must sign a self-certification absence form on your return to work.</li> <li>• If a sickness has been (or staff know that it will be) for longer than seven days (whether or not they are working days) staff</li> </ul>

	<p>should see a doctor and make sure he or she gives them a medical certificate; this should be to us without delay.</p> <ul style="list-style-type: none"> <li>• Subsequently staff must supply us with consecutive doctors' medical certificates to cover the whole of your absence.</li> </ul>
Payments	<ul style="list-style-type: none"> <li>• Staff are entitled to statutory sick pay (SSP) if they are absent because of sickness or injury provided they meet the criteria in the current SSP regulations. When staff are absent for four or more consecutive days, they will be paid SSP by us if you are eligible. This is treated as pay and is subject to normal deductions.</li> <li>• Qualifying days are the only days for which staff members are entitled to SSP. These days are normally their working days unless otherwise notified. The first three qualifying days of absence are waiting days for which SSP is not payable. Where a second or subsequent period of incapacity (of four days or more) occurs within 56 days of a previous period of incapacity, waiting days are not served again.</li> <li>• Where the circumstances of your incapacity are such that staff members are awarded any sum by way of compensation or damages (in respect of the incapacity from a third party), then any payments that we may have made to you because of the absence (including SSP) shall be repaid to us. This will include the amount not exceeding the amount of the compensation or damages paid by the third party and up to, but not exceeding, any amount paid by us.</li> </ul>
Return to work	<ul style="list-style-type: none"> <li>• Staff members should notify their Manager as soon as they know on which day you will be returning to work, if this differs from a date of return previously notified.</li> <li>• If staff members have been suffering from an infectious or contagious disease or illness they must not report for work without clearance from their own doctor. On return to work after any period of sickness/injury absence (including absence covered by a medical certificate), staff are also required to complete a self-certification absence form and hand this to the Line Manager. Upon returning to work staff may be interviewed by their Line Manager or Director for the purposes of ascertaining their well-being.</li> </ul>

## 5.6 Finance

Play Place Group of companies is registered at:

Registered office: 21, Wayside, Fieldway, New Addington, Croydon CRO 9DX

### **Financial Management**

Play Place group of companies must keep accurate financial records for salaries, funding and expenditures. The financial year will run from April to March yearly, a qualified accountant will be used for audit and accountability. Accounts will be shared with companies house, HMRC, local authority, commissioners, and other professional bodies where required.

### **Salaries**

Staff members who are on a 'zero rated' contract (Youth Work and Road Show Teams)

Or

Staff members who are on a fixed term contract, but who have carried out pre-agreed additional hours (for which additional hours are payable).

In all cases it should be noted that:

- All hours worked under either of the above arrangements must be on a pre-agreed basis, that is, additional hours will be agreed and stated ahead of the start of any piece of work
- Staff members who work irregular hours must keep their time sheets up to date on a weekly basis; back dated claims are unacceptable
- All timesheets should be signed by a line manager or Director
- All claims for pay must be submitted to the Finance Director before the 23<sup>rd</sup> of the same monthly period as the work carried out
- Claims submitted may include 'assumed regular work' to be carried out between the 23<sup>rd</sup> and 27<sup>th</sup> of each month. However any changes that occur after submission (i.e. sickness or unplanned absence) will be adjusted by the Finance and Administration Director at the next pay day
- Late claims will not be paid until the following month

## Income

Where fees or charges are applicable these should be paid by the agreed date. Play Place will maintain an effective financial management system.

1. Late payments will be dealt with through an informal verbal reminder in the first instance.
2. Payments that are not received within the agreed date will result in a written reminder being issued.
3. Further action will be agreed according to circumstance and as directed by the Managers.
4. The Finance Manager/Director along with the setting Manager will seek to draw down funds through local authority departments for children who are eligible. (E.g. two and three year funding)

## Petty cash

Responsibility:

- Petty cash will be stored and located in a safe place
- Petty cash will be an agreed amount of money
- Line Managers will have responsibilities for petty cash

If petty cash is needed:

- A petty cash voucher must be completed
- The voucher should show the amount, the reason why the cash is required and a signature of the recipient and the authorised person in charge
- It is expected that a receipt will later back all petty cash expenditure
- All receipts and signed petty cash vouchers must be stored appropriately
- A petty cash summary will be completed at least once a month/termly. All petty cash vouchers must be attached to the summary statement and the balance returned to the agreed amount.

## 5.7 Company vehicle and petrol claims

Play Place Group has a number of company cars, vans, people carriers and a minibus. Additionally, it is sometimes necessary for people to use their own vehicles for work activities. This policy relates to the use of these vehicles by staff and volunteers.

The policy is particularly relevant to:

- Staff who are required to use their own cars for work (but not including travelling to and from the work setting)
- Staff who are responsible for keeping a company vehicle for more than of one day
- Staff using company vehicles for a specific piece of work

### **Own vehicle (regular and occasional users)**

It is expected that staff will travel to and from their agreed work base independently and at their own cost. This may include travelling to local training courses or meetings.

If a personal vehicle is being used for a '**specific work purpose**' it may only be used if:

- 1) The vehicle has the relevant insurances (to include use in connection with business)
- 2) Tax is in date
- 3) MOT is in date
- 4) Logbook is registered to the driver
- 5) The Line Manager and a Director agree its use

The vehicle must be in a clean and safe condition.

Where children and young people are being transported, safety implications should be considered and agreed, for example. Who is being carried and are there any 'working alone' implications.

On a pre-arranged basis only, it may be agreed to pay staff the national HMRC fuel allowance. Any such claim must be made using the Play Place Car Mileage Claim Form and submitted to the Finance and Administration Director before the 23<sup>rd</sup> of the same monthly period as the journey. Please do not back date mileage claims.

## Company vehicles

Staff members who keep a company vehicle for more than one day must ensure that:

- The vehicle is kept clean and tidy inside and out and it is available to be used by other staff members as required.
- The vehicle is always ready for use and has no less than a quarter tank of fuel.
- The vehicle is covered for business and personal use. If in doubt, this should be double checked with the Finance and Administration Director.
- If the vehicle is to be used for personal and work use, claims for fuel used in business only must be made using the Play Place Mileage Claims form. Any such claim must be submitted to the Finance Director before the 23<sup>rd</sup> of the same monthly period as the journey. Please do not back date mileage claims.
- Before each journey the vehicle should be checked for any problems or new damage to the vehicle. Any such issues should be reported to Finance and Administration Director and recorded in writing.
- A logbook is kept in each vehicle to record the mileage and destination of each work journey (or working day).

- They have the appropriate license for the vehicle they are driving (check restrictions on the license).

Staff using a company vehicle for one day (or a specific journey) must ensure that:

- The company vehicle is kept clean and tidy during the activity.
- The vehicle has no less than a quarter tank of petrol at the end of the activity.
- They check the vehicle for any problems or damage to the vehicle before use. Any such issues should be reported to the Finance and Administration Director and recorded in writing.
- The logbook is completed showing the mileage and destination for each work journey.
- They have the appropriate licence for the vehicle they are driving (check restrictions on the licence).

Smoking is not permitted in or around any company vehicle at any time - It is illegal to smoke in our vehicles.

During the period of time that a member of staff is driving a Play Place vehicle or using their own for Play Place purposes, they must inform their line manager about any motoring accidents or incidents immediately. Failure to do so will affect insurance cover.

## 5.8 Harrassment in the workplace

All staff are employed on the understanding that bullying and harrasement of any kind will not be accepted or tolerated. All staff should respect each other and allow for individuality within the workforce.

1. Issues should be dealt with when they arise in a mediated environment.
2. All situations/allegations relating to bullying must be reported to the setting manager and Directors.
3. All issues will be dealt with sensitively.
4. All details will be recorded in staff records.
5. The situation will be logged with our HR Buisness services.
6. If the allegations are upheld, disciplinary and grievance procedures will be started.

## 5.9 Investigation procedure for staff

The following procedures are for all Play Place employees including those employed on a temporary basis.

### **Minor disagreement**

Minor disagreements among staff in a setting, or between staff and line managers can usually be resolved at the regular staff management meetings or informally by discussion.

### **Serious situations**

A more serious situation arises when a dispute cannot be resolved, or when a senior manager is dissatisfied with the conduct or activities of an employee. In this event the disciplinary matter will be dealt with as follows:

If it is felt appropriate, verbal warning will be given. The employer will explain the complaint and give the employee full opportunity to state his/her case. If the complaint is still considered to be appropriate, the employee will be told:

- What action should be taken to correct their conduct
- That she or he will be given reasonable time to rectify matters
- That if she or he fails to improve, and then further action will be taken
- That a record of the warning will be kept

- That she or he can appeal against the decision

If the employee fails to correct her or his conduct, further action will be necessary:

- The employee will be interviewed and given the opportunity to state their case as before
- If a further formal warning is considered to be appropriate, this will be explained to the employee and a letter confirming this decision will be sent to the employee
- The letter will contain a clear reprimand and the reason for it.
- Explain what corrective action is required and what reasonable time will be given for improvement
- Failure to improve will result in further disciplinary action, which could result in dismissal
- The employee has the right to appeal against the decision

If the employee still fails to correct her/his conduct then:

- The employee will again be interviewed and given opportunity to state their case as before
- If the decision is to dismiss the employee, they will be given a notice of dismissal, stating the reason for dismissal and giving details of the right to appeal
- If progress is satisfactory within the time given to rectify matters, the record of warning will be maintained for Play Place records
- The employee has the right to be accompanied by a colleague or union representative during any interview

## Appeals

The employee has the right to appeal in writing to the Play Place Group within five days of the disciplinary interview.

## Complaints

If an allegation is made against a member of staff or volunteer the following procedure will be adhered to:

- The manager receiving the complaint will arrange to speak to the complainant in a quiet place and at an appropriate time
- The manager will listen to the complaint and document it accurately

The complainant will be informed of the planned action that will follow which may include:

**If there is a serious complaint of misconduct, lack of safeguarding or child abuse.**

- A meeting will be called immediately (or at the earliest convenience) with the member of staff in question to outline the allegations contents and to invite them to respond.

- Staff who witnessed the situation will be asked to write a full report as evidence to what they had seen.
- If the allegation is one of abuse, the member of staff will be informed that Local Authority Designated Officer (LADO) will take a lead and staff will receive instructions on how to proceed.
- Where appropriate Ofsted, commissioning bodies and our HR Company will be informed of the allegation immediately and asked to offer their support and guidance; the Insurance company must be notified.
- The staff member in question may be asked to leave work subject to further investigation and discussion. Staff members must be reassured that this is normal practice whilst an investigation takes place.
- If found guilty of serious misconduct the employees contract will be terminated.

If the complaint is one of less serious conduct:

- A meeting will be held at the earliest convenience with the member of staff in question to discuss the allegations and invite them to respond.
- The manager will assess the complaint and the response offered by the staff member and agrees an appropriate way forward.
- All discussions that take place should be carefully documented and filed.
- The manager will access the information given. If deemed guilty, the staff member may be given a verbal or written warning.
- The complainant and staff member should be informed in writing of any actions that have been taken.
- If the staff member is found to be at fault beyond reasonable doubt, and repeats the same act, a Director will be notified and advice regarding employment law and action plans will be sought from our HR Company.
- Agreements reached with the member of staff will be reviewed at a later stage.

## Definitions

Gross misconduct	General complaints
Swearing at children or parents Hitting children or parents Drunk on duty Taking unprescribed drugs on duty Sexually inappropriate behaviour	Repeated late attendance Inappropriate dress Contents of curriculum Lost property Method of working/style Attitude

## 5.10 Whistle Blowing

All staff should be aware of child protection and safeguarding procedures, including procedures for dealing with allegations. Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management or relevant agencies. Although this can be difficult, it is particularly important where the welfare of children and young people may be at risk.

Reasons for whistle blowing:

- Each individual has a responsibility for raising concerns about unacceptable practice or behavior
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistle blowing:

- Starting a chain of events that spirals
- Disrupting the work of the setting
- Fear of getting it wrong

- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern:

- A member of staff should voice any concerns, suspicions or uneasiness as soon as they feel they can. The earlier a concern is expressed the easier and sooner action can be taken.
- The concern should be raised with the immediate Manager, Director, or the Designated Safeguarding Officer or the Local Authority Designated Officer (LADO).
- The staff member will be asked to put their concerns down in writing, outlining the background and history, giving names, dates and places where they can.
- A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

What happens next?

- You should be given information on the nature and progress of any enquiries.
- Play Place has a responsibility to protect the member of staff from harassment or victimization.
- No action will be taken against the member of staff if the concern proves to be unfounded and was raised in good faith.
- Allegations made frivolously, maliciously or for personal gain will be seen in a different light and disciplinary action may be taken.

### Self-reporting

There may be occasions where a member of staff has a personal difficulty, or perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff members have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most situations, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children and young people.

### Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from the line manager or directors.

### 5.11 Team meetings & Supervision Policy

Supervision and team meetings are beneficial to the individual and the staff team. It enables opportunity for individual members of staff and team leaders to have an identified time to discuss and reflect on practice. Effective supervision provides support, coaching and training for staff and promotes the interests of children and young people. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

Regular team meetings unify staff enabling group participation and builds strong foundations and staff confidences. Working as a team is a crucial part to our delivery as it builds relationships that create and impact on the working environment and maintains wellbeing and positivity amongst the staff teams.

Team Meetings & Supervision:

- Are carried out at an agreed date and time that works for all.
- Company format is used for supervision. This identifies specific areas to be discussed i.e. safeguarding.
- Meetings should be in a place that confidentiality can be achieved.
- Staff should feel comfortable and put ease so that an open and honest discussion can be accomplished.
- Opportunity to be reflective about practice will enable further developments and improvements, which can have impact on quality assurance.
- Supervision will support staff with their continuous professional development (CPD) and will aid staff to achieve personal goals.

- Regular supervision supports general health and well-being.

### Publications supporting our policies

Government Regulatory and commissioning boards:

- Ofsted Online

Nursery Resources:

- Development Matters
- Information Sharing
- Information GDPR 2018

Peninsula Business Support:

- Staff workbooks
- GDPR requirements

