



Policies and Procedures

September 2026 edition

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- ☐ Ofsted Online

Nursery Resources:

- ☐ Development Matters
- ☐ Information Sharing
- ☐ Information GDPR 2018

Peninsula Business Support:

- ☐ Staff workbooks
- ☐ GDPR requirements

Policy Statement

The policies and procedures laid out below are for use by all employees and directors of Play Place and its companies. The policies and procedures are available on our website (www.playplace.org) and can be read by all.

Any employee and or director who undertakes work with us agrees to follow the policies from the first date of commencement of employment.

Staff should sign to say they have read and understood the policies, however if this is not done then it is agreed that all employees will adhere to the policies and procedures.

Section One

Play Place Group overview and key contacts

- 1.1 An overview of our group of Companies
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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 (www.playplace.org).
- **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 (www.playplaceinnov8.org).
- **PP Commercial 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.
- **PP Open Space & Training** (Company Number 9142307) - Providing training facilities and delivery of qualified instructor led first aid training both internally and externally.

Our 'Big Idea' is that 'Everyone Counts' and our mission is to offer people tailor-made activities that empowers them to achieve their full potential – regardless of their circumstances

(Play Place 2020)

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 curriculums that identify 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 have a strong emphasis on play and recognise that this is 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. The statement 'not for profit' means that reasonable and transparent salaries and costs are paid to staff who deliver services which advance our community interest objectives. Any surpluses and capital assets are used for the benefit of the community and 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.

These objectives include the delivery of:

Targeted services - Service may be delivered with a focus on a particular geographical area/estate or may respond to a specifically identified need. Services cover at least one of the following themes:

- ☐ Creativity and art
- ☐ Discussion-based learning
- ☐ Knowledge and social education
- ☐ Games and activities

Innovative learning opportunities - We provide opportunities for our beneficiaries that deliver either new concepts or services that would otherwise not be available in a given area or to a specified group.

ICT and research - Play Place Innov8 CIC recognises the tremendous benefit of ICT and develops projects that promote its use (including computers, sound, music, photography and film making).

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 has a Limited Company Status but is owned by the 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
- ☐ DVD and film production project
- ☐ Community Hub Management
- ☐ First Aid Training
- ☐ Training of staff
- ☐ Consultation support work
- ☐ Corporate activities

1.5 Play Place Childcare Services – Key contacts

Early Years Groups

Site	Contact address	Phone	URN
Busy Bees Pre School	Fiona Townsend Busy Bees South Croydon Baptist Brighton Road South Croydon, CR2 6EJ	07786 194656	EY429584
Little Angels Pre School	Lorraine Collins Little Angels Sanderstead Methodist Limpsfield Road Sanderstead, CR2 9DA	07766 107303	EY957401
Wayside Nursery	Toni Chincharo 21 Wayside Fieldway New Addington Croydon, CR0 9EP	07747 827842	EY292409
The Ark Nursery	Morgan Hornby Stone Baptist Church 42 Hill House Road Stone Dartford. DA2 6HQ	07552 217286	EY539836
Sunnyside Pre School	Joby Gifford Sunnyside Community Hall Rusthall Road Tunbridge Wells TN4 8RA	07534 810779	EY2569873
Riverside Pre School and Summer Scheme	Samantha Anderson Yalding Village Hall Lyngs Close Yalding ME18 6JT	07442 275785	EY2690658
Play Place Preschool at Eynsford	Kirsty Russell Eynsford Baptist Church, High Street, Eynsford, Dartford DA4 0AA	07741938453	2830498

After school Group

Site	Contact Address	Phone Contact	URN number
Rusthall After School	Joby Gifford Rusthall After school St Paul's Primary School High Street Rusthall Tunbridge Wells, TN4 8RZ	07768 228523	411961
Purley After School	Heather Fincham Purley After School Purley Youth Centre 906A Brighton Road Purley Surrey, CR8 2IN	07908 245625	552879
Play Place at Hawkhurst After school	Lisa Riley Play Place at Hawkhurst Hawkhurst Church of England Primary School, Fowlers Park Rye Road Hawkhurst Kent. TN18 4JJ	07769 750159	2553566
Play Place Afterschool Club Shirley	Sharon Brennan Play Place After School Club Shirley Forest Academy Bridle Rd, Croydon, CR0 8HQ	07407 477954	2750989
Play Place Afterschool at Great Chart	Great Chart CP School, Hoxton Close, Ashford, TN23 5LB	07745 545387	2809029
Play Place Afterschool at Smeeth	Mandy Guntripp Smeeth CP School, Caroland Close, Smeeth, Ashford, TN25 6RX	07709 276375	2810747

1.6 Our Youth Projects

Site	Contact address	Funder
Croydon Bromley Dartford Sevenoaks	Mike.hennis@playplace.org Danny.shoultz@playplace.org Chris.hennis@playplace.org	Croydon council Dartford Borough Council Sevenoaks District council Parish Councils Reaching Communities/national lottery Social enterprise CAF Various

Project	Contact address	Funder
Turpington Community Centre	Turpington Lane Bromley	Transitions
Wayside Community Hub	Community Family Hub 21 Wayside Fieldway New Addington	Transitions
Mountfield Community Centre	Sandway Road St Mary's Cray Bromley	Transitions
Queen Adelaide Community Centre	Queen Adelaide Road Penge SE27	Transitions
CABS (Croydon Autobike and BMX Skills) schools	Community Family Hub 21 Wayside Fieldway New Addington	Schools
Targeted Educational Programmes	Community Family Hub 21 Wayside Fieldway New Addington	Various

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

Email: 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/Mincom users	0161 618 8524

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

Serious Childcare Incident

You will need to fill out the serious childcare incident form for any of the following reasons; (<https://www.gov.uk/guidance/report-a-serious-childcare-incident#what-you-must-tell-ofsted-about>)

You must tell us about:

- ☐ an allegation of harm or abuse committed either at the premises or elsewhere by people who:
 - live on the premises
 - work on the premises
 - look after children on the premises
- ☐ the disqualification of the registered provider, an employee or someone living on the childcare premises (see [guidance on how to waive disqualification](#))
- ☐ [any significant event that may affect someone's suitability](#) to look after children, or be in regular contact with children (for instance, health changes or involvement with the police or social services)
- ☐ events that might affect the condition and safety of the premises or the quality of childcare offered, or lead to ongoing closures (such as a fire or flooding)
- ☐ the death of a child while in your care
- ☐ a child's [serious accident, injury or illness](#) while being looked after, including food poisoning affecting at least 2 children

- ☐ the death of, or a serious accident or injury to, anyone else on the premises (unless you only look after children from birth to the age of 5)
- ☐ **Things you do not need to tell us about**
- ☐ minor injuries
- ☐ general hospital appointments
- ☐ routine treatments by a doctor
- ☐ any confirmed case of COVID-19 affecting a child or member of staff
- ☐ your setting closing, as long as there's no significant effect on how you provide childcare
- ☐ going on holiday, unless you have already been notified of a visit during this time
- ☐ Minor injuries include: sprains, strains and bruising, cuts and grazes, wound infections, insect bites.

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	Children and Families Hub Email: mash@bromley.gov.uk	Civic Centre, Stockwell Close, Bromley BR1 3UH.	02084617373 / 7379
London Borough of Bromley	Local Authority Designated Lead LADO	Email: lado@bromley.gov.uk	If out of hours, then 03003038671
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 255 2888
London Borough of Croydon	Early help/locality hubs	Email: Earlyhelp@croydon.gov.uk	North Croydon 02087605701 South Croydon 02086678485
London Borough of Croydon	Mash teams Single point of contact (SPOC)	Bernard Weatherill House, 8 Mint Walk, Croydon CR0 1EA	0208 255 2888 Out of hours 5pm – 8am and on weekends :0208 726 6400 Consultation line – 02087266464 (1pm-4.30pm)
London Borough of Croydon	Local Authority Designated Lead LADO (Jane Parr)	Bernard Weatherill House, 8 Mint Walk, 4th Floor, ZoneG, Croydon CR0 1EA Email: LADO@croydon.gov.uk	Jane - 0208 726 6000 Ext 24817 m-07716 092630
Kent County Council	General enquiries	County Hall, Maidstone ME14 1XQ	03000414141
Kent County Council	Social services – Integrated front door social.services@kent.gov.uk	Room 2.30 Sessions House, County Hall, Maidstone ME14 1XQ	03000 411111
Kent County Council	Early Help	Email: earlyhelp@kent.gov.uk	Early Help Contacts (district teams) can be found on www.kelsi.org.uk

Kent County Council	Local Authority Designated Lead LADO	Email: Kentchildrenslado@ Kent.gov.uk	03000 410888
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Sevenoaks District Council	General enquiries	Council Offices Argyle Road Sevenoaks Kent TN13 1HG	01732 227000
Westerham Town Council	General enquiries	Russell House, Barleys Meadow, Market Square, Westerham, Kent TN16 1RB	01959 562147

Kent County Council Key Contacts

If a child may be at risk of **imminent harm**, you should call the **Police on 999**.

LADO Education Safeguarding Advisory Service (LESAS) Mission Statement

The County LADO service and Education Safeguarding Service merged in September 2024 following an evaluation of the two services. This decision aligns both services with the national 'Working Together to Safeguarding Children' agenda and will result in increased capacity to provide LADO and education safeguarding support to Kent education settings and the wider Children's workforce.



What we do

Our role is to continue and build upon the statutory LADO function for the whole of the children's workforce and support education settings (early years settings, childminders, schools, and colleges) in Kent who work with children aged 0-18 to meet their safeguarding responsibilities and respond to safeguarding concerns.

Our team is made up of experienced social work and education professionals who have a thorough understanding of key local and national legislation and statutory guidance related to safeguarding and education safeguarding practice.

What we provide

We provide a variety of different types of support to education settings in Kent, this includes:

- Undertaking the LADO statutory function; primarily this involves managing the process when an allegation is made against a member of the children's workforce, not just education specific, in Kent.
- Advice for education settings on how they can meet their safeguarding responsibilities, including online safety specific advice, via an enquiries service. This does not include queries relating to individual children; in these cases, a request for support should be submitted to the Front Door Service.
- Up-to-date exemplar Child Protection policy and Acceptable Use Policy for education providers to adapt.
- Support for education settings in times of crisis and unexpected critical incidents, for example following the unexpected death of a child who attends the setting.
- A termly newsletter for Designated Safeguarding Leads (DSL) in education settings.
- Termly Designated Safeguarding Leads (DSL) 'catch up' meetings to share local information and guidance.
- Targeted outreach work and subsidised support for education settings following critical safeguarding needs.

The service can also be commissioned to provide a range of high-quality training and other safeguarding support products for DSLs and staff within the children's workforce, including safeguarding reviews which promote best practice and empower education settings to ensure their learners are as safe as they can be.

Contacting us

If your concern relates to the welfare of a child

Please contact the **Front Door Service** via the Kent Integrated Children's Services Portal

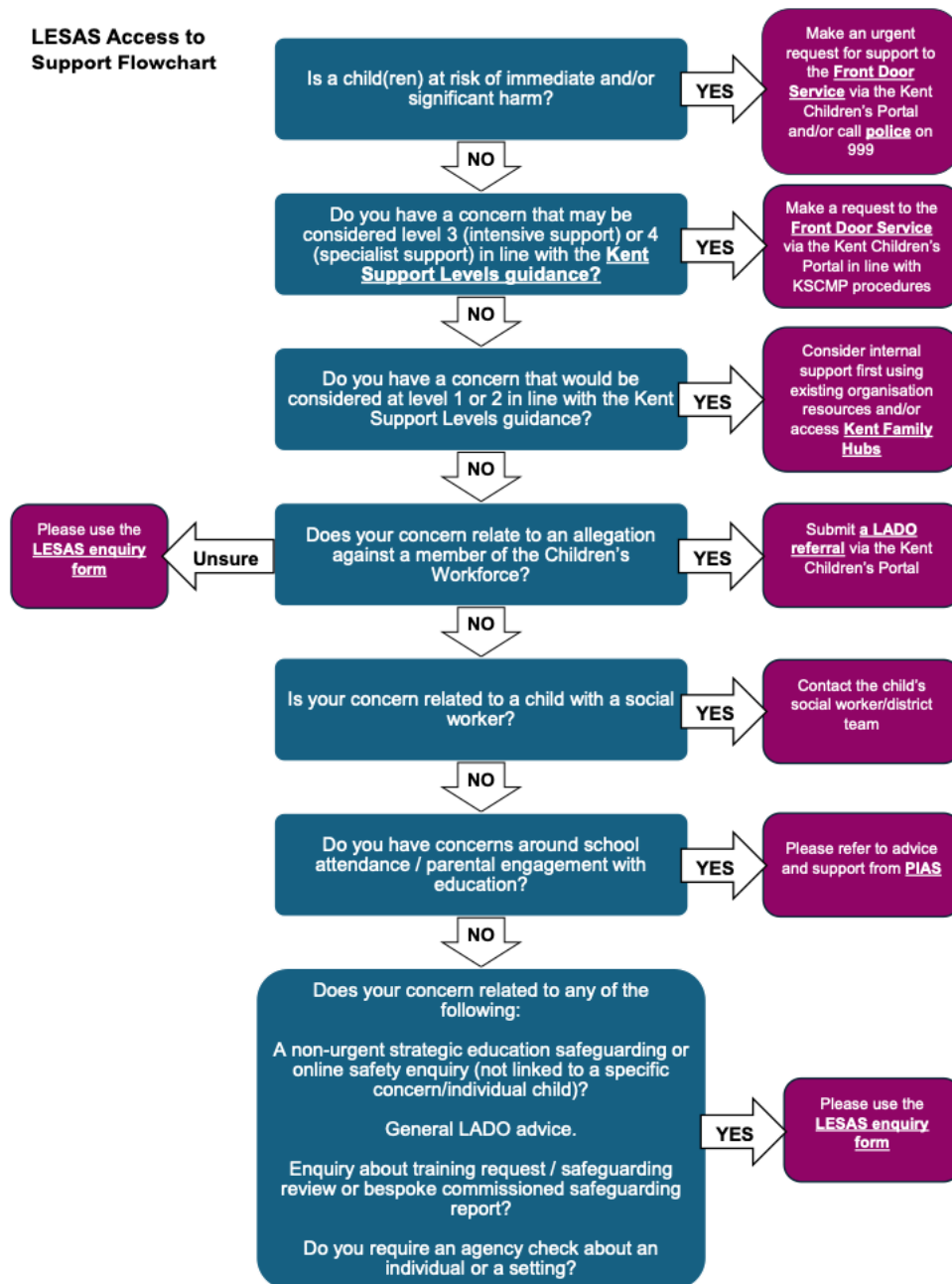
If you need to make a referral to the LADO regarding an allegation against a member of staff

Please complete a **LADO referral** via the Kent Integrated Children's Services Portal

If you need clarification on whether to make a LADO referral, need general education safeguarding or online safety advice, or would like to enquire about training or other safeguarding products

Please use the **LESAS enquiry form**

LESAS Access to Support Flowchart



[Kent Integrated Childrens Service Portal -](https://webapps.kent.gov.uk/KCC.ChildrensPortal.Web.Sites.Public/Default.aspx)

<https://webapps.kent.gov.uk/KCC.ChildrensPortal.Web.Sites.Public/Default.aspx>

[LESAS enquiry form -](https://forms.office.com/pages/responsepage.aspx?id=DaJTMiXH_kuotz5qs39fkC8yfR_WZe1AiKruQPRg6jJUM0IVQlg1TVYwTjlxT0RLREo3N01SMFg1SyQIQCN0PWcu&route=shorturl)

https://forms.office.com/pages/responsepage.aspx?id=DaJTMiXH_kuotz5qs39fkC8yfR_WZe1AiKruQPRg6jJUM0IVQlg1TVYwTjlxT0RLREo3N01SMFg1SyQIQCN0PWcu&route=shorturl

Croydon Key Contacts

Urgent Child Protection Matters

Monday to Friday 9am to 5pm - 0208 255 2888

Out of hours: 5pm - 9am; Monday- Friday, 24 hours Saturday, Sunday and bank holidays - 0208 726 6400

If you're a professional who is worried about a child or a young person, or you think a child or their family may need additional support, you should make a referral using the Croydon MARF (multi-agency referral) to the MASH (multi-agency safeguarding hub) team.

<https://ehmportal.croydon.gov.uk/web/portal/pages/help/apply/cpassess#h1>

- ☐ Once referral received, MASH Business Support upload referral onto a 'Contact form' on social care recording system.
- ☐ Requests for EH (early help) go to EH Triage Hub
- ☐ Requests for Social Care go to MASH.
- ☐ Referral is reviewed by Team Manager, who determines RAG triage and inputs management oversight and directions.
- ☐ Assigned to EH Navigator or Social Worker for follow up e.g., speak to referrer, parents, MASH checks etc.
- ☐ Manager who completed initial review then does final management oversight and decision making on outcome.

If the child has an allocated social worker or key worker, or you need to enquire if the child has an allocated social worker or key worker, please contact the worker or their team directly, or call on 0208 726 6000 and press Option 5.

Croydon Lado Email: lado@croydon.gov.uk
Address: 4th Floor Bernard Weatherill House 8 Mint Walk Croydon CR0 1EA
Jane Rowe – lado@croydon.gov.uk 0208 726 6000 Ext 24817 Mobile: 07716092630

The LADO Process

An Allegation / concern is made against a Professional or volunteer who works with children

Designated Manager contacts the LADO for advice/guidance

LADO decides on threshold

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Meets Threshold

May Meet Threshold

Doesn't meet Threshold

LADO & Manager agrees Immediate Risk management plan, including consideration of suspension

Conduct / Behaviour

Referral to Police

Employer Investigation

Evaluation Meeting/Discussion

NFA

Police Investigation

Employer Investigation

Review Evaluation Meeting

Concerns substantiated

Concerns not Substantiated

Criminal prosecution

Disciplinary

NFA

Section 2

Working with 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
- 2.5a Managing behavior (Code of Conduct) – *Revised June 2021*
- 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 – healthy eating and allergens
- 2.13a Oral Hygiene
- 2.13b Food Safety for children aged five and under
- 2.13c Weaning (Early Years)
- 2.14 Hygiene when handling food and drink
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- 2.17 Children's screen use in settings (for under 5's).

2.1 Settling in

Early Years After School Clubs

Parents/carers of younger children are invited to visit the setting 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. Welcome the child to the setting and help 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 child leaves with appropriate adult.
2. Signpost parents where to collect children's work and belongings.
3. Discuss with parents or carers how the child settles and how the session went.
4. Key workers and the wider staff team will work in partnership and discuss with parents any ideas to enable ease to the settling in process.

Difficulty settling

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

Youth provision

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

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

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

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

Departure (Relating to children five to eleven years)

Staff will:

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

2.2 Curriculums and participation

(Intent • Implementation • Impact)

1. Vision and Values

We believe every child is a unique, competent learner. Our curriculum is inclusive by design grounded in the EYFS statutory framework, which sets the standards for the learning, development and care of children from birth to age five in England. Educational learning is planned across the seven areas of learning (three prime and four specific), with the development of spoken language underpinning them all.

The Seven Areas of Learning

Prime areas

Communication & Language
Physical Development
Personal, Social & Emotional Development

Specific areas:

Literacy
Mathematics
Understanding the World
Expressive Arts & Design

Age-Specific Considerations

- ☐ Under 2s: Focus on sensory experiences, secure attachments, and prime areas (C&L, PD, PSED).
- ☐ 2–3s: Build vocabulary, introduce simple stories and rhymes, develop gross and fine motor skills, and support emotional regulation.
- ☐ 3–4s: Extend language through storytelling, introduce early literacy and maths concepts, and foster independence and social skills.

2. Intent, Implementation and Impact

2.1 Our **intent** is to provide a broad, balanced, play-rich, and language-led curriculum that follows the following principles:



- ❑ **Builds inclusion from the foundation up**—removing barriers to participation (environmental, sensory, cultural, linguistic) and offering multiple means of engagement, expression, and representation. We plan for diversity (SEND, EAL, socio-economic) so every child can access, participate, and progress.
- ❑ **Champions free-play choice** each day, offering continuous provision that is **deeply connected to the seven areas of learning**, with adult interactions that extend children's thinking and language.
- ❑ **Prioritises Communication & Language** as the thread running through all areas—via rich interactions, sustained shared thinking, storytelling, and vocabulary-building.
- ❑ **Reflects our local community and cultural capital** so children encounter essential knowledge and experiences that prepare them for future success.
- ❑ **Articulates sequenced knowledge and skills** (what children should learn; in what order) with ambitious yet realistic expectations for all learners.

2.2 Implementation

We implement our intent through high quality teaching:

- ❑ **Daily continuous provision** (inside/outside) that supports child-led **free play** and **guided play**; adults sensitively scaffold language and thinking in play, relating experiences to the seven areas.
- ❑ **Targeted small-group and individual language interventions** selected from recognised UK programmes (below), delivered by trained staff and embedded into everyday routines.
- ❑ **Professional development and supervision**
- ❑ **Environment design**: visuals, symbols, multilingual print, calm corners, communication stations (Makaton books, core boards), sensory supports, and accessible resources to promote autonomy and participation.
- ❑ **Assessment and responsive planning** using observation, EYFS checkpoints, and appropriate screening tools to identify needs early and adapt provision.
- ❑ **Family partnership**: home-school story bags, parent meetings and makaton key signs at home, and shared goals.
- ❑ Activities are chosen after determining the curriculum and children's prior knowledge.

- Interactions support learning and help transfer knowledge to long-term memory.
- Misconceptions are identified and addressed swiftly.
- Children's independence and confidence are promoted.

2.3 Impact

We measure impact by tracking:

- **Progress in the prime areas** (especially C&L) and across the specific areas—observational assessments, progress checks at age two, and programme-specific outcome trackers.
- **Language outcomes** (vocabulary, narrative, listening/comprehension, expressive skills) using programme tools.
- **Inclusion metrics** (participation, engagement in adult-led and peer play, reduced barriers) and qualitative indicators (child voice; family feedback).
- **Inspection-ready narratives** of the Three I's, demonstrating how intent is enacted in practice and the progress children make (quality of education focus).

3. Inclusion: Our Foundation

We commit to equitable access and belonging for every child. Leaders and practitioners adapt the curriculum for disadvantaged children and those with SEND. Support is prioritised for children at risk of falling behind in communication and language. Children learn about diversity and develop respect for similarities and differences.

- **Universal strategies:** visual timetables; simplified language; repetition; modelling; first–then boards; choice-making supports; sensory regulation; small-group structures; play-based language opportunities.
- **Targeted supports** for identified speech, language and communication needs (SLCN), autism, DLD, social communication differences, EAL: differentiated goals, AAC, structured attention-building sessions. Working with the local authority SEND teams,
- **Specialist pathways:** referral to professional organisations as required, joint planning, reasonable adjustments, and safeguarding/welfare requirements per EYFS.

4. Free Play Choice: Principles and Practice (High Quality teaching)

Principles

- Children choose freely among rich, rotating activities that map to the seven areas; adults observe, join, extend, and introduce new vocabulary linked to children's interests and next steps.
- Role-play, small-world, construction, mark-making, music/movement, outdoor exploration, loose parts, and sensory play are planned to invite communication and narrative.

Adult Role

- **Interactions first:** comment more than question; model language; recast and expand, scaffold, introduce new words and sounds; use Makaton signs with speech, narrate play; co-construct stories.
- **Learning in the moment:** capture teachable moments, link to mathematical language (capacity, pattern), UTW concepts (cause–effect), and EAD (materials, techniques).

5. Communication & Language Programmes (daily use)

We adopt a tiered approach: universal language-rich practice for all, plus targeted interventions for children who need more support. We encourage all staff to use Makaton as part of the daily delivery.

5.1 Makaton (Signs & Symbols with Speech)

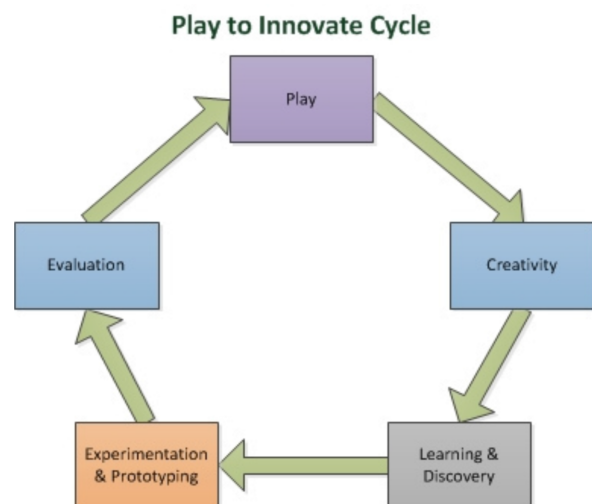
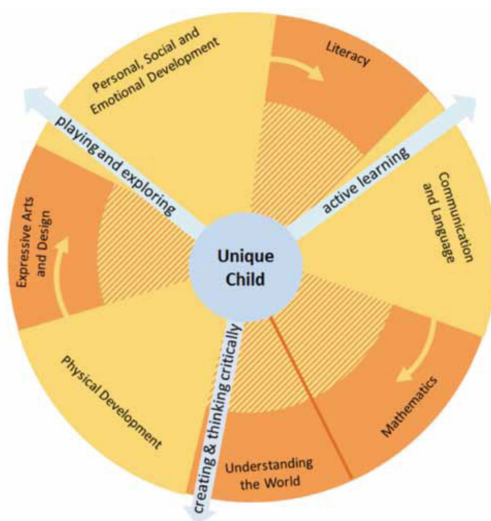
- **What:** A language programme using signs and symbols alongside speech to support attention, comprehension, memory, and expression
- **Daily use:** Key routine signs (hello, toilet, snack, tidy-up), core vocabulary for topics; display symbols; staff sign consistently in spoken word order; family handouts.
- **Why:** Flexible, supports a wide range of communication needs; reduces frustration and enables participation.
- **Training:** Licensed Makaton workshops for staff (Levels 1–4).

6. Curriculum Structure & Example Weekly Pattern

Daily (Universal)

- **Free-play continuous provision** mapped to seven areas (indoors/outdoors), with language-rich interactions (commenting, modelling, new vocabulary).
- **Makaton** integrated in routines, greetings, transitions, snack, story time; symbols displayed.

Our Curriculum



Young people

Children and young people of all ages can 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.
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 can develop their own planning to complete funding applications or lead on 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 designing the space 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' to enable 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.

Session planning

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



2.3 Inclusive approach

Our 'Big Idea' is that 'Everyone Counts' and our mission is to offer people tailor-made activities that empowers them to achieve their full potential – regardless of their circumstances

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 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 of 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 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 2023

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

Children have a learning difficulty if they:

1. Have a significantly greater difficulty in learning than the majority of the children of the same.
2. Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
3. Are under compulsory school age and fall within the definition above or would do so if special educational provision were 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)

They will:

- ☐ Work with parents and support families through assessments process
- ☐ Give share/advise to staff
- ☐ Compile the register of children with SEND
- ☐ Maintain records of the children
- ☐ Liaise with parents and other professionals
- ☐ Arrange extra support where possible 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 manage facilities
- ☐ Trained and experienced staff
- ☐ Training as required
- ☐ Adult to child ratios
- ☐ Support and seek funding
- ☐ Help from the Early Years Area SENCO and other professionals

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

The local offer provides information on:

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

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

General Principles

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

6. We will work with co-ordinated assessment processes to determine a child or young person's needs across education, health, and care.
7. We will also replace statements of special needs and learning difficulty assessments with an education, health, and care plan (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:

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

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

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

2.5 Managing behaviour

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

1. Staff should praise desirable behaviour such as kindness and sharing so there are no risk of children and young people receiving adult attention only when they show undesirable behaviour.
2. There are times when a child or young person will challenge the boundaries and will not always respond to staff attempts to quell such behaviour. Staff should calm the situation and explain in simple terms why that form of behaviour is unacceptable. It is important to talk, discuss and listen.
3. Distracting the child or young person or removing them away from the situation may be used. Children are encouraged to apologies, but this should not be forced if it will make the situation worse.
4. 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.
5. Physical punishment should never be used in a setting under any circumstance. This includes smacking, shaking, treating roughly, and shouting in a threatening manner and inappropriate body language etc. Any member of staff found to have used these methods is subject to disciplinary proceedings, which could lead to instant dismissal.
6. Ground rules regarding behaviour should always be made clear and explained to children and young people. These rules must be applied consistently, as failure to do this will confuse the children and young people.
7. In any case of misbehaviour, it should always be made clear to the child or young person that it is the behaviour that is not welcome not the child or young person.
8. Rules regarding behaviour should be explained to children or young people and applied consistently; failure to do this will only confuse the situation.
9. Parents will be informed if a child or young person's behaviour becomes increasingly challenging and difficult.
10. Close liaison will be sought between staff and parents at the setting to enable the management of behaviour to remain consistent.
11. In cases where extra support is needed links with external early years and young people's behaviour co-coordinators will be sort for extra guidance and support.

2.5a Managing behaviour (Code of Conduct)

This **Code of Conduct for 'Managing Behaviours'** applies to all employees and volunteers of Play Place. It has been developed to consider appropriately managing the behaviour of children and young people. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach.

All employees must follow this code; deliberate breaches of the code will be treated as a disciplinary offence and reported to LADO. All actions concerning children and young people must uphold the best interests of the child or young person.

The Code of Conduct should also be read in conjunction with your job description, your contract of employment, grievance procedures, whistle blowing and disciplinary procedures, complaint procedures and all policies and procedures relevant to Play Place.

Key principles that we work with include:

- ☐ Children's personal welfare and physical safety is safeguarded.
- ☐ We must actively promote children's health and well-being.
- ☐ Work closely with parents and other professionals

We will:

- ☐ Contribute to children's care, learning and development.
- ☐ Work with parents, carers and support families.
- ☐ Ensure that the rights of the child are at the centre of our practice.
- ☐ Celebrate individuality, difference, and diversity - Equality of opportunity and anti-discriminatory practice are actively promoted.
- ☐ Recognise that self-esteem, resilience, and a positive self-image are essential.
- ☐ Ensure that confidential information is respected unless a child's protection and well-being are at stake.
- ☐ Have a reflective approach and a continuously search for improvement.

The staff should work together with our children to always promote positive behavior:

- ☐ Staff should praise desirable behaviour such as kindness and sharing so there are 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 apologies, 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.
- ☐ It is never acceptable to use physical or verbal abuse as punishment under any circumstance. This includes smacking, shaking, treating roughly, bad language, intimidation, neglectful behaviour, sexual behaviour, shouting in a threatening manner and inappropriate body language. **Any member of staff found to have behaved in this way will be reported to LADO (See Child Protection, Safeguarding and Whistle Blowing Policies).**
- ☐ 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 is not welcome, not the child or young person.
- ☐ 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. This includes feedback on collection, support with settling, reporting accidents and incidents, online processes such as Tapestry (Early Years) and regular parent sessions.

- ☐ In cases where extra support is needed links with external early years and young people's behaviour co-coordinators will be sort for extra guidance and support.

Staff failing to adhere to this behaviour policy will be referred to LADO if a child is not safeguarded. Which in turn may results in:

- ☐ Staff suspension
- ☐ Evaluation meeting/s
- ☐ Investigation advised
- ☐ Action or no further action

This code of conduct should be read in conjunction with the following policies and procedures:

- ☐ 2.1 Settling Policy
- ☐ 2.2 Curriculum
- ☐ 2.3 Inclusive approach – British Values
- ☐ 2.6 Physical intervention
- ☐ 2.7 Bullying
- ☐ 2.15 Anti-discrimination practice
- ☐ 3.1 Safeguarding
- ☐ 3.1a Designated Safeguarding Lead (DSL)
- ☐ 3.2 Child Protection
- ☐ 3.9 Social networking
- ☐ 3.12 Health and Safety
- ☐ 3.14 Accidents
- ☐ 3.27 Mental health and well being
- ☐ 4.1 Confidentiality
- ☐ 4.3 Partnership with parents
- ☐ 4.5 Complaints
- ☐ 5.2 Staff Training
- ☐ 5.4 Induction
- ☐ 5.8 Harassment in the workplace
- ☐ 5.9 Investigation procedure
- ☐ 5.10a Whistle blowing
- ☐ 5.11 Team meetings and supervisions

2.6 Physical Intervention

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

Restraint will only ever be used for the following reasons:

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

In the event of this action being required:

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

2.7 Bullying

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

1. Reinforcing positive models through role play
2. All situations or allegations relating to bullying must be reported to the setting manager
3. Clear strategies and action plans will be created with the aim to eliminate any situations arising
4. Open discussions with parents will take place as directed by the manager
5. Open discussions with children and young people will take place as directed by the manager

6. Setting managers and staff will act on any complaints or concerns parents have within a reasonable time frame
7. All staff will deal with situations with sensitivity and discretion but adhere to the confidentiality policy
8. Every effort will be made to find an amicable solution without excluding the child or young person from the setting
9. We encourage children and young people to show respect and care for one another and the environment they live in
10. We use the curriculum to implement personal, social and emotional development
11. We treat each child and young person fairly and individually
12. All incidents of bullying will be recorded in the incident book along with an action plan

2.8 Late collection

We understand that there may be occasional, unavoidable delays in collecting your child. However, repeated or extended lateness can impact the smooth running of our sessions and staff ratios.

To ensure fairness and to cover additional staffing costs, the following policy applies:

Late Collection Fee: A charge of £1 per minute will be applied for any child collected after the agreed session end time.

This fee will be calculated from the scheduled pick-up time until the time the child is collected, based on the clock at the setting. The fee will be added to your account.

- ☐ Please contact us as soon as possible if you are running late.
- ☐ In cases of repeated late collection, we may request a meeting to review your child's place at the setting and any further support required.

If a child is not collected within 15 minutes and no contact has been made from the parent/carer, safeguarding procedures will be followed

1. Members of staff should telephone the parents/on all numbers given.
2. If no contact is made, then the emergency contacts given on the enrolment or application form should be called and arrangement for collection made.
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 /emergency contact 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 who is responsible must act responsibly 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

We understand that sleep and rest are important for babies and young children. Every child is different, so we will work closely with parents and carers to understand each child's individual sleep needs and routines.

We will talk to parents and carers about their child's:

- ☐ usual sleep routine
- ☐ sleep patterns and preferences
- ☐ comfort needs
- ☐ settling routine
- ☐ medical or developmental needs
- ☐ any changes to their usual sleep.

We will review this information regularly and whenever a child's needs change.

Children will **never be forced to sleep**. If a child does not want to sleep, we will provide them with a calm opportunity to rest instead.

Safe sleep for babies and young children

Our priority is always to make sure children are **safe, comfortable and cared for while sleeping or resting**. All children will have their own separate sleeping space and bedding.

Children under two years of age

- ☐ For every sleep, babies under 6 months will have an adult **in the same room** with them at all times. For babies over 6 months they will always be within sight and hearing. This applies whether the baby is having their usual nap or has unexpectedly fallen asleep.
- ☐ **Babies will always be placed** on their back to sleep on a flat, firm and

Children over 2 years

- ☐ They can sleep on an **age-appropriate cot, bed, floor mattress or other suitable sleep surface.**
- ☐ The sleep space should be **safe, clean, comfortable and appropriate for the individual child.**
- ☐ Children should remain **within sight and hearing of staff** while sleeping.
- ☐ Any bedding should be appropriate to the child's age and should not create a risk of suffocation, entrapment or overheating.
- ☐ If a child falls asleep somewhere unsuitable, staff should move them to an appropriate sleep/rest area where practicable.
- ☐ Parents' wishes and the child's usual routine should be considered, while maintaining the child's safety.
- ☐ Children may have a suitable comforter where this is appropriate.

Sleep routines and checks

Staff will regularly check every sleeping child. Checks will include looking at the child's breathing, position, temperature, sleep environment and general wellbeing.

Where required, staff will record:

- ☐ the time the child went to sleep.
- ☐ any concerns or unusual observations.
- ☐ the time the child woke.

Records will be kept in line with the setting's normal recording procedures.

Keeping children comfortable

We will make sure children do not become too hot or too cold while sleeping.

For babies aged 12 months and under, we will aim to keep the sleep room between **16°C and 20°C**.

Staff will check children appropriately and will look for signs that they may be too hot or cold. If a child feels hot, sweaty or clammy, staff will remove a suitable layer of clothing or bedding. Children will not be put to sleep wearing hats, outdoor coats or unnecessary layers of clothing.

If a child falls asleep unexpectedly

Sometimes children fall asleep while playing, travelling or during another activity.

If this happens, staff will make sure the child is moved to a **safe and suitable sleep space**.

Children should not routinely sleep on sofas, chairs, bean bags, buggies or other unsuitable furniture.

If a child falls asleep during a journey, staff will make sure they are moved to an appropriate sleep space when they return to the setting. This includes if they arrive to the setting asleep.

A car seat or pushchair should not be used as a child's usual sleep space.

Waking children

Where possible, children will be allowed to wake naturally.

If parents and carers have agreed that a child should be woken after a particular period, staff will follow the child's individual routine. Children will be woken gently and sensitively.

SEND and individual needs

Parents and carers are an important part of planning children's sleep routine. Parents and carers should tell us about any changes to their child's sleep, health or individual needs.

Some children may need different arrangements because of their individual needs, SEND or a medical condition. We will work with parents and carers and, where necessary, relevant professionals to agree safe arrangements.

Any arrangements that are different from our usual sleep practice will be appropriately assessed, recorded and reviewed. Where a requested arrangement is not consistent with safer sleep requirements, we will explain why and follow the EYFS and safer sleep requirements.

Keeping sleep equipment clean and safe

Cots, beds, mattresses and other sleep equipment will be kept clean and in good condition. Bedding will be cleaned regularly and whenever it becomes dirty or soiled.

Staff will check sleep equipment regularly for signs of damage and wear/tear and remove immediately

Staff responsibilities

All staff who care for babies and young children must understand this policy and follow safer sleep procedures. Managers will make sure staff receive appropriate information and training.

2.11 Outside space

Early years and after school

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

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

Older children and young people

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

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

2.12 Trips and outings

Before an outing, a risk assessment must take place.

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

Outing plans should always be agreed with the senior team and should not be changed or adapted unless an emergency occurs. Senior Managers/Directors must be informed to provide support if an unforeseen circumstance arises whilst out.

Where appropriate, all venues should be booked in advance.

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

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

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

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

2.13 Food and drink - Healthy Eating and Allergens Policy

At Play Place settings, we promote healthy eating and encourage children and young people to be aware of their dietary needs, allergies and requirements. We ensure that all food and drink provided or served in our settings and clubs is healthy, balanced and safe for every child, in line with the EYFS statutory framework, Department for Education nutrition guidance and Ofsted requirements. It also outlines clear procedures for identifying and managing food allergens and intolerances.

Purpose

This document provides guidance on:

- ☐ Meeting the requirements to offer healthy, balanced and nutritious meals, snacks and drinks
- ☐ Preventing and managing allergic reactions and intolerances
- ☐ Communicating with parents, carers and healthcare professionals
- ☐ Recording and reviewing all food, dietary and allergy-related information

Scope

This policy applies to all staff, children, parents and carers in our settings and clubs. It covers:

- ☐ All food and drink provided by the setting
- ☐ Food brought in from home
- ☐ Celebrations, outings and special events
- ☐ Meal-, snack- and activity-based food experiences

Aims

- ☐ Promote lifelong healthy eating habits
- ☐ Ensure compliance with the “eatwell” balance of the four food groups
- ☐ Identify and manage food allergens and intolerances safely
- ☐ Involve families and health professionals in dietary planning
- ☐ Provide clear training, communication and record-keeping processes

Legislation and Guidance

We follow:

- ❑ Early Years Foundation Stage (EYFS) statutory framework – Safeguarding and welfare requirements
- ❑ Early Years Foundation Stage nutrition guidance (DfE, May 2025)
- ❑ Food Standards Agency guidance on food allergens and hygiene
- ❑ Public Health England’s “Eatwell Guide” recommendations

Definitions

Term	Definition
Healthy Eating	Consuming a variety of foods from the four main groups—fruits & vegetables, starchy foods, protein, dairy—ensuring balance and portion control.
Allergy	An immune system reaction to a normally harmless substance (allergen), which can be life-threatening (anaphylaxis).
Intolerance	A non-immune response causing digestive discomfort or other symptoms (e.g., lactose intolerance).
Anaphylaxis	A severe, rapid allergic reaction that can affect breathing and blood pressure and requires immediate medical treatment.

Nutritional Standards

Healthy Eating Guidelines

- ❑ Base meals on a variety of fruits and vegetables each day
- ❑ Include starchy foods (wholegrain breads, rice, potatoes) at every mealtime
- ❑ Offer lean proteins (beans, pulses, fish, eggs, poultry) at least twice weekly
- ❑ Provide dairy or dairy alternatives for calcium and vitamin D
- ❑ Limit added sugars, salt and saturated fats
- ❑ Offer water as the main drink; milk and unsweetened plant-based drinks accepted

Menu Planning and Portion Sizes

- ❑ Plan 4-week rotating menus, reviewed termly
- ❑ Use the “eatwell” plate model for portion guidance
- ❑ Adjust portion sizes by age:
 - 1–2 years: ½ adult portions
 - 2–3 years: ⅔ adult portions
 - 3–5 years: ¾ adult portions
- ❑ Record weekly menus and share with parents at least one week in advance

Food Brought from Home

- ☐ Encourage parents to follow our healthy eating guidelines
- ☐ Prohibit nut, sesame and other high-risk foods unless agreed via an allergy plan
- ☐ Children's lunchboxes should be labelled.
- ☐ Store pack and serve according to the settings food storage procedure as per risk assessment.

Allergen Management

Major Food Allergens

Allergen	Examples
Cereals containing gluten	Wheat, barley, rye, oats
Crustaceans	Prawns, crabs, lobsters
Eggs	Omelette, cakes, mayonnaise
Fish	Salmon, cod, fish fingers
Peanuts	Peanut butter, peanut oil
Soybeans	Tofu, soy milk, edamame
Milk	Cow's milk, yogurts, cheese
Tree nuts	Almonds, walnuts, cashews
Celery	Celery sticks, celery salt
Mustard	Mustard seeds, prepared mustard
Sesame seeds	Sesame rolls, tahini
Sulphur dioxide/sulphites	Dried fruit, wine, processed meats
Lupin	Lupin flour, some breads
Molluscs	Mussels, clams, oysters

Allergen Identification and Communication

- ☐ Gather detailed dietary and allergy information at registration
- ☐ Create an Individual Allergy Action Plan (IAAP) for each child with allergies/intolerances
- ☐ Display IAAPs in the kitchen, dining area and digital records (accessible to all staff)
- ☐ Require parents/carers to notify the setting immediately of any changes in a child's allergen status

Food Preparation and Service

- ☐ Check ingredient lists and allergen labels every delivery; ingredients can change
- ☐ Maintain separate storage, preparation areas, utensils and equipment for allergen-free meals

- ☐ Clean and sanitise surfaces, bowls and utensils between food preparations
- ☐ Serve allergen-safe meals first, to minimise cross-contamination
- ☐ Ensure a paediatric first-aid trained member of staff is present at all mealtimes

Roles and Responsibilities

Manager

- ☐ Oversee implementation of this policy
- ☐ Ensure staff have up-to-date IAAPs and risk assessments
- ☐ Liaise with parents, carers and external agencies on complex dietary needs

Designated Allergy Lead

- ☐ Maintain all dietary records and IAAPs
- ☐ Update allergen information following new medical advice
- ☐ Audit food procurement and kitchen practices termly

All Staff

- ☐ Read, understand and follow IAAPs for individual children
- ☐ Participate in induction and refresher training on allergens and nutrition
- ☐ Monitor children closely during eating and respond to any reaction immediately
- ☐ Record all food-related incidents, reactions and near-misses in the incident log

Parents and Carers

- ☐ Provide accurate, complete information on medical and dietary needs at registration
- ☐ Supply any prescribed medication (e.g., epinephrine auto-injector) with instructions
- ☐ Communicate any changes in health, allergens or intolerance status without delay
- ☐ Support our healthy eating approach when providing packed lunches

Training

- ☐ All new staff receive allergy awareness and healthy eating induction training as part of the induction process
- ☐ Staff complete Level 2 Allergy Awareness and Level 2 Food Hygiene (Early Years) annually

- Termly refresher workshops cover menu planning, safe preparation and choking prevention
- Record all training sessions and competency checks in the staff training log

Monitoring and Record Keeping

- Review menus, portion sizes and IAAPs termly (or whenever a change occurs)
- Audit food ordering, delivery notes and ingredient labels monthly
- Log all allergic reactions, administrations of medication and food incidents immediately
- Report trends to the senior management team and implement improvements

Early Years and After School

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

Young people

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

1. It is important to be aware of, and promote, healthy eating within projects.
2. Health and safety good practice must be adhered to, staff should hold a food and hygiene certificate.
3. All parents/carers must state any dietary needs on their registration form and staff must be aware of any dietary needs in the setting.
4. Care must be taken at all times when consuming hot drinks; they must be kept out of the reach of younger children and must not be left on low surfaces.
5. Children and young people must not prepare food unsupervised.
6. Eating out allows for young people to conduct themselves in public.
These outings are an opportunity for discussions around food choice and healthy eating as well as healthy options.
7. Staff should model healthy eating through their own choices.

2.13a Oral Hygiene

We will promote positive oral hygiene with our children and families. Twice a day brushing for two minutes is a good routine, poor brushing of teeth can lead to children having tooth decay, severe pain, dental surgery and can have a lasting impact on their wellbeing. A positive impact from a young age with regular dental check up's, strong teeth, good diet can have lifelong consequences that enable a healthy approach.

Children from a young age should be familiar with a toothbrush and have regular checkups at the dentist. We want the children to be confident dentist users, that understand how to brush and floss their teeth daily. We will encourage children along with siblings and family members to all share the same positive goal of good oral hygiene.

Regular discussions will be had with children to inspire a positive approach to having a healthy diet and cleaning their teeth. We will encourage children to attend provision with healthy lunches, we will talk to parents and carers about healthy alternatives, and we will return unhealthy treats home including chocolate, sweets and juice. We want children to talk with their peers about brushing their teeth and healthy eating and that children can be knowledgeable in their understanding.

We will share with the children and work in partnership with our families to:

Encourage parents to promote good oral health at home. Promoting regular toothbrushing – twice a day for 2 minutes using fluoride toothpaste and flossing.

We will support our parents in signposting to dental practice.

Encourage children to visit the dentist regularly (twice a year is recommended)

Where possible we will work in partnerships with community and private dentists and have visits internally and externally where possible

Children will have the opportunity to talk about how they clean their teeth.

We will talk about good teeth and tooth decay and toothache.

Healthy diets will be encouraged, and children will learn about the dangers of too much sugar.

Cooking activities will focus on being healthy.

We want children to have a balanced packed lunch that is healthy.

Lunches where provided should be healthy, nutritious, and dietary requirements maintained.

We will promote incentives such as smile of the week, stickers for cleaning teeth.

We will have role and play stories that encourage children to learn and ask questions about cleaning their teeth and visiting the dentist.

We will have activities that will challenge children's thinking and curiosity around oral hygiene.

We will sign post our parents to social media sites such as Chomper Chums, change for life and offer leaflets that send an encouraging message and ideas.

2.13b Food safety advice for children aged 5 and under

How to reduce the risk of choking

Food preparation:

- ☐ remove any stones and pips from fruit before serving
- ☐ cut small round foods, like grapes, strawberries and cherry tomatoes, lengthways and into quarters
- ☐ cut large fruits like melon, and hard fruit or vegetables like raw apple and carrot into slices instead of small chunks
- ☐ do not offer raisins as a snack to children under 12 months – although these can be chopped up as part of a meal
- ☐ soften hard fruit and vegetables (such as carrot and apple) and remove the skins when first given to babies from around 6 months
- ☐ sausages should be avoided due to their high salt content, but if offered to children these should be cut into thin strips rather than chunks and remove the skins
- ☐ remove bones from meat or fish
- ☐ do not give whole nuts to children under five years old
- ☐ do not give whole seeds to children under five years old
- ☐ cut cheese into strips rather than chunks
- ☐ do not give popcorn as a snack
- ☐ do not give children marshmallows or jelly cubes from a packet either to eat or as part of messy play activities as they can get stuck in the throat
- ☐ do not give children hard sweets

2.13c Weaning Policy – Early Years

Purpose

This policy sets out our approach to supporting infants as they transition from milk feeds to solid foods. It ensures that we follow best practice guidelines and meet statutory requirements. By providing a structured, child-centred programme, we promote healthy eating habits and developmental progression.

Scope

This policy applies to all staff, volunteers, students and apprentices involved in the care of children aged from around six months up to three years. It covers on-site activities, off-site visits and any meal or snack times organised by the setting. Parents and carers are integral partners throughout the weaning process.

Legislative and Statutory Guidance

We comply with the following as they relate to infant feeding and nutrition:

- ☐ Early Years Foundation Stage statutory framework (current version)

- ❑ NHS and Department of Health guidance on infant feeding
- ❑ Food Standards Agency recommendations on food hygiene
- ❑ NICE public health guidance on nutrition

Principles

- ❑ Child-led progression: infants move at their own pace from pureed to finger foods.
- ❑ Partnership with parents: all plans agreed and reviewed in collaboration with families.
- ❑ Nutritional balance: we introduce a variety of tastes and textures across all food groups.
- ❑ Safety first: we follow choking-prevention and hygiene protocols at every stage.

Weaning Procedures

Signs of Readiness

Infants should display at least two of the following before solids begin:

- ❑ Good head and neck control
- ❑ Ability to sit upright with minimal support
- ❑ Loss of the tongue-thrust reflex
- ❑ Reaching for or showing curiosity about foods

Individual Weaning Plans

Each child has a bespoke plan co-created by their key person and parent, covering:

- ❑ Start date and progression milestones
- ❑ Preferred textures and culturally appropriate foods
- ❑ Allergies or intolerances and any special dietary requirements
- ❑ Feeding routines both at home and in the setting

Progression of Textures

Stage	Age Approx.	Description	Examples
Stage 1 – Puree	6–7 months	Smooth, lump-free textures	Single-fruit or vegetable purees

Stage 2 – Mashed	7–9 months	Slightly thicker, with soft lumps	Mashed potato with peas
Stage 3 – Soft	9–12 months	Soft finger foods and small cubes	Steamed carrot sticks, soft pasta
Stage 4 – Family	12+ months	Chopped family meals adapted for safety	Diced meat, soft vegetables

Introducing Allergens

We introduce common allergens one at a time, offering small amounts and monitoring for reactions of which are to be dealt with and treated immediately. Typical allergens include:

- ☐ Cow's milk (in cooking or yogurt)
- ☐ Egg (yolks first, then whites)
- ☐ Fish, soy, peanuts (as smooth butters, not whole nuts)
- ☐ Wheat and other cereals

Equipment and Hygiene

- ☐ All utensils, bowls and cups sterilised before use
- ☐ Disposable gloves worn during food preparation and serving
- ☐ Highchairs cleaned after each feed with detergent and hot water
- ☐ Staff trained in choking-first aid and basic food safety

Monitoring and Record-Keeping

- ☐ Daily feeding logs, noting amounts, reactions and preferences
- ☐ Incident records for any choking or adverse reaction
- ☐ Annual audit of weaning practices by the manager

Roles and Responsibilities

Manager

- ☐ Ensure policy implementation and regular updates
- ☐ Provide training and resources on safe weaning practices
- ☐ Monitor compliance through audits and spot-checks

Key Person

- ☐ Develop and review individual weaning plans in partnership with parents

- ☐ Carry out feeding sessions, record observations and communicate progress
- ☐ Report concerns or reactions immediately to the manager and dealt with following PFA skills.

All Staff

- ☐ Follow this policy and associated procedures at all times
- ☐ Promote a nurturing and supportive mealtime environment

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 their hands thoroughly before handling food.

Disposable gloves are available, and aprons should also be worn when handling food and hair covered.

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

Tables should be wiped down before and after food use.

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

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

Appropriate plasters must be used to cover wounds.

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

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

2.15 Anti discriminatory practice

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

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

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

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

Staffing and recruitment

1. The Play Place Group has a non-discriminatory approach to employment and recruitment.

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

Staffing/Working practice

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

Communication and accessibility

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

Legal Frameworks/Publications worked to and for further reference

Children's Act 1989 2004
Early Years Foundation Stage EYFS 2023
Working Together to Safeguard Children 2018 updated 9/12/20
Keeping Children Safe In Education 2020 updated July 21

Education Act 2002 update July 2020
FGM act 2003 amended 2015/2019
Prevent Duty-Counter terrorism and Security Act 2015
Human Rights Act 1998
Special Education Needs Code of Practice
Disabled Persons Act 1944-1986/1992
Equality Act 2010
NHS and Community care Act 1990 /2014
Care Standards Act 2000

2.16 Monitoring and evaluation and data base

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

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

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

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

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

2.17 Children's screen use in settings (for under 5's)

Our approach

We believe that young children learn best through real-life experiences, play, movement, conversation and responsive relationships with adults. We recognise that digital technology can have a place in early years education and is part of modern life when it is used carefully, intentionally and for a clear purpose.

The purpose and quality of screen use are more important than simply counting minutes. We will always consider why a screen is being used and what children are gaining from it.

Our approach is therefore to:

- ☐ keep children's screen use to a minimum
- ☐ prioritise play, physical activity, outdoor experiences, books and face-to-face interaction
- ☐ use screens only when they add something valuable to children's learning or development
- ☐ ensure an adult is always involved when children use a screen
- ☐ work positively and respectfully with parents and carers.

How much screen time?

Children under 2

We will avoid screen time altogether.

Children aged 2-5 years

Screen time should be limited to up to 1 hour a day, and less if possible.

This includes screen use across the child's day. We recognise that children may also use screens at home, so we will avoid unnecessary screen use in our setting.

When will we use screens?

Before using a screen with children, practitioners will ask:

- ☐ **Is it necessary?** Could we achieve the same learning through play, conversation, books, physical activity or another hands-on experience?
- ☐ **What is the learning purpose?** There should be a clear reason for using the screen.
- ☐ **Does it enhance learning?** The screen should add to the experience rather than replace interaction with an adult.
- ☐ **Are children actively involved?** Children should be encouraged to talk, think, predict, respond, move and interact rather than simply watch.

Adult involvement

Children will not be left to use screens alone.

When a screen is used, an adult will stay involved by:

- ☐ talking with children about what they can see
- ☐ commenting and describing
- ☐ asking open-ended questions
- ☐ encouraging children to predict and explain
- ☐ connecting what they see on screen to real-world experiences
- ☐ encouraging discussion and interaction between children.

Choosing appropriate content

Any content must be checked by an adult before it is shown to children.

Content should be:

- ☐ suitable for the child's age and stage of development
- ☐ slow-paced
- ☐ predictable and repetitive where appropriate
- ☐ free from inappropriate or harmful material
- ☐ advert-free
- ☐ free from scrolling and autoplay
- ☐ free from excessive flashing, rapid movement or overstimulation.

Practitioners will use their professional judgement. An app or programme being described as "educational" does not automatically mean it is suitable for young children. We will also avoid children using AI, including toys with built-in AI features, until there is better evidence about its impact on young children.

When screens should not be used

Screens will not be used:

- ☐ during mealtimes
- ☐ within one hour of a child's sleep period
- ☐ as background noise or entertainment
- ☐ to occupy children
- ☐ to manage children's behaviour
- ☐ to calm children when they are upset
- ☐ as a routine way of managing transitions
- ☐ instead of active play or adult interaction.

Keeping children active

Screen use must not replace:

- | | |
|--|---|
| ☐ physical activity | ☐ stories and books |
| ☐ outdoor play | ☐ singing and music |
| ☐ imaginative play | ☐ conversations |
| ☐ sensory experiences | ☐ social interaction |
| | ☐ exploration and hands-on learning. |

Where possible, screen experiences will lead into a real-world learning activity.

For example, watching something about animals might be followed by looking at books about animals, moving like animals, making animal sounds or exploring animals outdoors.

Children with SEND and communication needs

We recognise that some children with Special Educational Needs and Disabilities (SEND), or communication needs, may benefit significantly from screen-based assistive technology.

For these children, technology may support:

- ☐ communication
- ☐ participation
- ☐ independence
- ☐ wellbeing
- ☐ learning
- ☐ quality of life.

The usual screen-time limits do not apply to screen-based assistive technology when it provides essential support.

Decisions will be made on an individual basis using professional judgement and, where appropriate, in partnership with families and relevant professionals.

Digital devices used by practitioners

Practitioners may need to use digital devices for tasks such as:

- ☐ recording observations
- ☐ completing assessments
- ☐ communicating with parents and carers
- ☐ accessing professional information
- ☐ managing the setting.

This use should be proportionate and kept as short as possible so that practitioners remain focused on interacting with and supporting children.

Children's assessments will be based primarily on observation and professional judgement, rather than asking children to complete activities on a screen.

The use of personal devices and technological items is still maintained in our safeguarding policy which must be adhered to (*section 3.9, 3.10, 3.11*).

Working with parents and carers

We recognise that families may have different experiences and challenges around children's screen use. We will provide information and support families and offer practical advice and suggestions where deemed appropriate. Families are encouraged to talk to us if they have concerns about their child's screen use.

Section 3 Contents

Health and safe practice

- 3.1 Safeguarding
 - 3.1a Designated Safeguarding Leads (DSL)
 - 3.1b Contextual Safeguarding
 - 3.1c Safeguarding training
- 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)
- 3.6a Child Abuse linked to faith or belief (Revised)
- 3.7 Missing children
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- 3.9 Social Networking
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- 3.12 Health and safety
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- 3.25 Fabricated Induced Illness
- 3.26 Lone Working Policy
- 3.27 Mental health and well-being
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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. Or the police can be contacted by dialling 999.

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:

1. Have been given appropriate supervision and training regarding a safe environment
2. Understand what 'safe' means
3. Have an awareness of current social situations that can influence 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)
4. Register and monitor children and young people's attendances.
5. Observe and report unusual behaviours
6. Can challenge unwanted visitors to a setting
7. Ask representatives of other agencies and visitors for identification
8. Ensure that visitors are signed in and out
9. Risk assesses indoor and outdoor areas
10. Check that the buildings are made secure and security measures are enforced while the setting is being open
11. Are aware that behavior enables children to feel safe and secure
12. Understand confidentiality boundaries and non-disclosure of names principles
13. 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:

1. Be comforted appropriately when they are upset

2. Be allowed to take appropriate risks within a safe environment
3. Learn about boundaries
4. Use equipment safely, particularly small tools
5. Learn and talk about strangers
6. Learn about and enjoy visits from those who keep us safe in the community
7. Talk about safety and being safe
8. Feel safe

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

1. Staff will have DBS checks completed
2. References will be taken up when a new employee is appointed
3. Incidents will be logged as appropriate
4. Speedy investigations will be held where there has been a complaint or safety has been in breach
5. Regular meetings with managers and staff will take place
6. Repairs to equipment will be carried out where needed
7. Training needs will be supported; staff will undergo safeguarding training
8. 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:

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

This supports 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 well-being 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 deal 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 could 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:

1. Staff should keep themselves in sight of others when working with children or young people.
2. 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.
3. 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.
4. 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.
5. Staff must care for children appropriately and be aware of themselves when holding/carrying children.
6. Staff should never reprimand a child or young person by using physical or verbal abuse.
7. Locking and unlocking premises without another team member should be carried out in line with local safety rules.
8. Avoid independently transporting young people without a clear action plan (Reporting process).

9. Staff should not make inappropriate contact with young people outside of service delivery.
10. 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 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 has 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.

Under 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/carers 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 a 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 minimise 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 out prior to the young person returning to the project.

An incident form should always be completed by staff. This is 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 (Youth Offending Service) intervention, preferably with elements focused 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-month 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.

3.1a Designated Safeguarding Leads (DSL)

Designated safeguard leads are the first point of contact for directing and supporting safeguarding and child protection allegations and concerns.

Designated leads within 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

- ☐ Can act swiftly and have a clear understanding of local authority's online referral process (Mash teams, Front door, single point of contact (SPOC), MARF form) and understand use of assessment tools and processes.
- ☐ Understand child protection plans review in 3 months and 6 months with core group discussion 6 weekly and can lead to child in need if thresholds not met. Support staff with this process
- ☐ Competent and confident to seek further advice through safeguarding teams and police.
- ☐ Refer cases of suspected abuse to the local authority Mash 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/maps
- ☐ Create risk assessments where required and disseminate.

- ☐ Keep information secure/locked/password and filed in safeguarding and NOT in the child records
- ☐ Forward records securely where required i.e: Going to school
- ☐ Last setting keeps records until 25th birthday these are filed securely.

- ☐ 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.

3.1b Contextual Safeguarding

Contextual safeguarding recognises that as children and young people grow and develop, they are influenced by a whole range of environments and people inside and outside of their home and family. For example, in school or college, in the local community, in their peer groups or online.

Children and young people may encounter risk in any of these environments. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks.

Contextual safeguarding looks at how we can best understand these risks, engage with children and young people, and help to keep them safe. It's an approach that's often been used to apply to adolescents, though the lessons can equally be applied to younger children, especially in today's changing world.

This policy sets out Play Places' commitment to protecting children and young people, how we want to keep them safe and how to respond to concerns that may be outside of the setting or youth work environment. We know that not all risks that young people and children face will happen within your groups and settings and that's where contextual safeguarding comes in.

The children and young people we work with will be affected by and exposed to harm in different environments or different geographical areas. Experiences may also influence the way they behave and live their lives in other situations.

Examples may include:

- ☐ Areas that have a high level of gang violence or knife crime
- ☐ Working in a deprived area
- ☐ Family circumstances
- ☐ Child exploitation
- ☐ Increased risks of child sexual exploitation.
- ☐ Different challenges
- ☐ The online environment

These might be related, for example gangs using social media to track or groom young people, but they will have an influence on children and young people.

Every situation and context are different but whatever the issues and problems, contextual safeguarding can help to provide us with an approach to help keep children and young people safe.

By understanding what's happening and working together with others we play an important role in safeguarding children and young people. Play Place staff are expected to work together with other partners in the local area, as well as with parents, families and local residents; we can help keep children and young people safe and take action when they're not.

Play Place staff should be aware of the local environment and understand the local community, it is important to develop strong bonds with the families we work with. Play Place staff should seek to observe any changes or anything that is potentially concerning, perhaps in local public spaces such as parks, cafes, bars, and shopping areas.

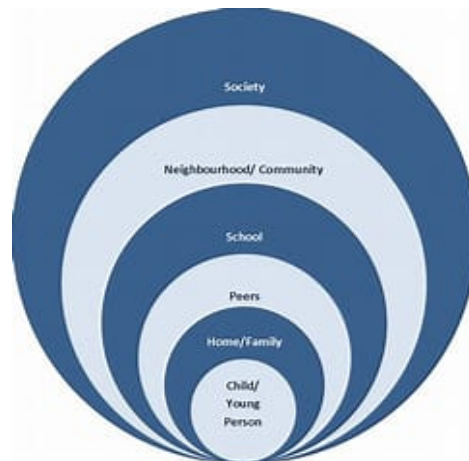
Play Place staff should be aware of other local sources of support such as food banks or shelters so that you can help direct children and families to them if necessary. Links to statutory agencies in the area, including the police and children's services, are essential.

If you are concerned about a child or young person, whether about something happening within your group or outside, then you should report this to children's services or the police, following the safeguarding procedures.

Even if you're not sure, or it seems like a small thing, it is important to report any worries or concerns you have. Observing and reporting enables a picture to develop of that child or young person, and experiences that surround them. It can identify issues that can be supported by us, and other agencies and organisation.

The best people to understand the environments that children and young people live in, and the challenges they face, are the children, parents and young people. Creating a safe space and starting conversations with them about their experiences is key. It may take time, but by spending time listening to what they are saying about their community and building up trust you will not only be able to better understand any potential risks but better help the children and young people you work with.

Designated safeguarding Leads can help with offering further support and advice along with Local authority safeguarding teams You can also call the [NSPCC Helpline](#) 24/7 to discuss any concerns



3.1c Staff Safeguarding Training Policy

Our setting is committed to ensuring that every member of staff has the knowledge and skills to recognise, respond to and refer safeguarding concerns in line with Ofsted's expectations and statutory guidance. We aim to foster a culture where safeguarding is integral to all aspects of our work with children.

Purpose

This policy sets out:

- ☐ Mandatory safeguarding training for all staff

- ☐ Additional specialist training for designated leads
- ☐ Minimum frequency for refresher
- ☐ Record-keeping and monitoring arrangements

It ensures compliance with the Early Years Foundation Stage (EYFS) welfare requirements and the statutory guidance in Keeping Children Safe in Education (KCSIE).

Scope

This policy applies to:

- ☐ All permanent and temporary staff
- ☐ Volunteers, students and supply staff
- ☐ Trustees, proprietors and committee members

It covers induction, ongoing training and specialist safeguarding qualifications.

Legislative and Statutory Framework

- ☐ EYFS statutory framework – Staff training, qualifications, skills and knowledge requirements (paragraph 3.5)
- ☐ Keeping Children Safe in Education 2024 – All staff should have sufficient knowledge and understanding to keep children safe and receive appropriate, regularly updated safeguarding and child protection training (paragraph 123)
- ☐ Working Together to Safeguard Children 2023

Definitions

Term	Definition
Safeguarding	Protecting children from maltreatment, preventing impairment of health/development and ensuring safe, effective care.
Child Protection	Activities undertaken to prevent children suffering or likely to suffer significant harm.

**Designated
Safeguarding Lead
(DSL)**

Person with lead responsibility for managing safeguarding concerns and liaising with external agencies.

Roles and Responsibilities

Manager

- ☐ Ensure staff complete required training and maintain training records.
- ☐ Commission refresher and specialist courses.
- ☐ Review training compliance at least termly.

Designated Safeguarding Lead (DSL)

- ☐ Undertake DSL training every two years.
- ☐ Support colleagues in applying safeguarding policy and procedures.
- ☐ Maintain up-to-date guidance and resources.

All Staff

- ☐ Complete induction safeguarding training before working unsupervised with children.
- ☐ Undertake refresher training annually.
- ☐ Read and sign to confirm understanding of the setting's safeguarding policy and Part One of KCSIE.
- ☐ Report any safeguarding concerns immediately to the DSL.

Training Requirements

1. Induction (within first month of employment)
 - Read Part One of KCSIE 2024 and our safeguarding policy.
 - Basic awareness of child protection procedures, signs of abuse and reporting routes.
 - Online safety, PREVENT duty and whistle-blowing protocols.
2. Core Refresher Training
 - All staff to undertake at least one full-day refresher annually.
 - Content to include updated local procedures, case studies and emerging risks (e.g. online harm).
3. Designated Safeguarding Lead Training
 - Complete an approved DSL course prior to taking on role.
 - Update externally accredited DSL training every two years.
 - Attend internal or multi-agency workshops at least annually.
 -
4. Specialist Modules (as identified by risk assessment)

- e.g. female genital mutilation (FGM), domestic abuse, child sexual exploitation, mental health.
- Delivered by accredited providers and completed as required.

Record Keeping and Monitoring

- Maintain a training matrix recording: name, role, training title, provider, date completed and expiry.
- The matrix is reviewed termly by the Manager to ensure no gaps.
- Copies of certificates and signed policy acknowledgements are kept in personnel files.
- Non-compliance triggers an action plan and may affect appraisal or contract renewal.

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 (**details are found at the beginning of the policies**). 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 the 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 always be adhered to protect the child or young person.

Ofsted must be informed of any allegations of serious harm or abuse by anyone (including staff) on and off the premises. (within 14 days)

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 always be informed.

Our insurance company must be informed about any incidents; confidentiality must always be maintained.

What happens next?

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

Staff may have to attend a review, 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

1. Bruises or marks consistent with being hit with slaps or straps
2. Burns of any kind that have no explanation
3. Bruises in places that are not normally harmed during play for example, ears, groin, abdomen or backs of legs
4. 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

1. Itching, rash or soreness of genital areas
2. Difficulty urinating
3. Bruising on inner thighs or buttocks
4. Inappropriate language/sexual play or drawings
5. Sexual behaviour, making sexual advances to other children or staff
6. 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 form 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 and 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

1. Very withdrawn child
2. Poor language development
3. Constant wetting/soiling
4. 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

1. Constant hunger
2. Failure to thrive
3. Inadequate clothing
4. 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 with 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 communicate effectively with other local services and school welfare departments and always record any communications made.

Team around the child and troubled families' activities.

Where necessary, Youth Workers may need to attend teams 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 and Extra familial harm 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 affect 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 (mobile phones, devices 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 do not.
- ☐ 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 radicalisation

Independence is part of an older child and young person's development; adult support and practitioner can significantly develop trust 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 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 artwork 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 concerns about 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 differences, 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

Support for young people can be sort through organisation such as **Fearless.org**



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 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 2023) statutory guidance in England.

Those affected by FGM

- ☐ Extra-territorial authority 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.

3.6a Child Abuse linked to faith or belief

There are a variety of definitions associated with abuse linked to faith or belief. It is not specific to any particular faith or culture.

The National Action Plan includes the following when referring to Child Abuse Linked to Faith or Belief

Belief in concepts of:

- ❑ witchcraft and spirit possession, demons or the devil acting through children or leading them astray.
- ❑ the evil eye or djinns and dakini
- ❑ ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies
- ❑ use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

Child abuse linked to faith or belief can be separated into five different areas.

1. Abuse as a result of a child being accused of being a 'witch'
1. Abuse as a result of a child being accused of being possessed by 'evil spirits'
1. Ritualistic abuse which is prolonged sexual, physical and psychological abuse
1. Satanic abuse which is carried out in the name of 'Satan' and may have links to cults
1. Any other harmful practice linked to a belief or faith

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.

Witchcraft

Witchcraft is known by many terms; black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah or child sorcerers. All link to a genuine belief held by the family or

carers (and in some cases, even the children themselves) that a child is able to use an evil force to harm others or be the cause of an issue.

Oral Infant Mutilation

Oral Infant Mutilation involves gouging out the teeth of a toddler/child to prevent common childhood illnesses. Oral infant mutilation is a traditional practice performed, usually by village healers but also by priests and midwives as an accepted remedy for illness.

Infants presenting with diarrhea and/or fevers are subjected to the removal of unerupted baby teeth as the swelling of the gums is mistakenly thought to indicate the presence of 'tooth worms'. The tooth buds, usually of the eye teeth, are prized out of the gum, without anesthesia, with unsterile tools such as a bicycle spoke, a hot nail, a penknife etc. Blood loss and shock due to the crude nature of the operation can lead to anemia.

The unhygienic methods can cause septicemia, tetanus, transmission of blood-borne diseases such as HIV/ AIDS and can on occasions be fatal. Long term effects can include eradication and/or malformation of other primary and permanent teeth in the area.

Signs of abuse linked to faith or belief:

Most of the indicators of abuse may appear similar to other types of maltreatment and include;

- **Physical:** This can involve beating, burning, cutting, stabbing, semi-strangulating, tying up the child, or rubbing chilli peppers or other substances on the child's genitals or eyes.
- **Emotional:** Emotional abuse can occur in the form of isolation. A child may not be allowed near or to share a room with family members and threatened with abandonment. The child may also be persuaded that they are possessed. The act of telling a child that they are possessed by an evil spirit or told that they are a witch can be emotionally abusive.
Scapegoating: A child could be singled out as the cause of misfortune within the home, such as financial difficulties, divorce, infidelity, illness or death.
- **Neglect:** In situations of neglect, the child's family and community may have failed to ensure appropriate medical care, supervision, education, good hygiene, nourishment, clothing or warmth.
- **Sexual:** Children who have been singled out in this way can be particularly vulnerable to sexual abusers within the family, community or faith organisation. These people exploit the belief as a form of control or threat. Children could also be subject to practices through the deliverance process that are sexually abusive e.g., having to be bathed undressed in the presence of others. Trafficked children from some countries have been known to be subjected to practices designed to control them. Some of these practices involve using their pubic hair and undergarments in rituals.

Child may be at more risk of harm if:

- They begin to show signs of negative behaviors: Sometimes negative or abnormal behavior is attributed to spiritual forces. Examples include a child being disobedient, rebellious, overly independent, wetting the bed, having nightmares or falling ill.
- Physical Difference/Disability: A child could be singled out for having a physical difference or disability. Documented cases included children with learning disabilities, mental health issues, epilepsy, autism, stammers and deafness.
- Gifted and uncommon characteristics: If a child has a particular skill or talent, this can sometimes be rationalised as the result of possession or witchcraft. This can also be the case if the child is from a multiple or difficult pregnancy.
- Complex family structure: such as relationship breakdowns or death of a relative.

Staff members who have any concerns regarding child abuse linked to faith or belief or to whom a disclosure is made relating to any such situation should in the first instance DSL / 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

3.7 Missing children

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

1. Staff must tell their manager immediately
2. All children or young people to be sat down and a thorough head count of everybody should be done against the register
3. Two members of staff must stay with the group
4. The manager should establish that the missing child or young person has not gone home early with a parent or carer
5. A search of the building must be undertaken with particular emphasis on entrances and exits
6. The outside areas should be checked
7. If the child is not found at this stage, the police must be informed, dial 999.
8. The family must be informed (details will be in the enrolment folder)
9. Ofsted should be informed- 0300 123 1231
10. Insurance company must be informed
11. Play Place Directors must be informed 07985 771045/07788718678

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

1. The leader for the outing must be informed

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

On return to the setting the following may need to be informed:

1. Ofsted to be informed and given details where applicable
2. Commissioner's informed where applicable
3. Insurance company must be notified
4. Directors told about the situation

Missing Children - Older children and youths

All children in 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 in 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 Senior team to agree an appropriate course of action.

3.9 Social networking

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

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

1. Staff should not disclose username 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 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 and wearable technology policy

Mobile phones may be used in settings if 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 from 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.

Wearable Technology

It covers:

- ☐ Smartwatches and fitness trackers
 - ☐ Wearable cameras or recording devices
 - ☐ Smart jewellery and health-monitoring devices
-
- ☐ We do not allow the use of wearable camera and personal photographic or recording devices in any area's where children are/may be present.
 - ☐ We understand that technology is an ever-evolving concept, so we do allow fitness trackers and/or smartwatches to be worn within our settings however these must not cause a distraction or disturbance whilst in the setting. These must not be able to access photography/video applications or be used as a communication device whilst in setting and must be placed on airplane mode or turned off.
 - ☐ Children must not bring personal wearable devices into the setting unless needing for medical/health reasons of which is to be discussed with the setting manager.

Safeguarding and Online Safety

- ☐ Our safeguarding policy and procedures explicitly cover wearable technology alongside mobile phones and cameras.
- ☐ The Designated Safeguarding Lead (DSL) holds lead responsibility for online safety concerns.

- ❑ Staff must report any loss or suspected misuse of a wearable device immediately to the DSL.
- ❑ Any recording, photography or data transmission incident will be treated as a potential safeguarding breach and investigated without delay.

Roles and Responsibilities

Manager

- ❑ Ensure this policy is implemented and reviewed regularly.
- ❑ Conduct periodic spot checks on staff compliance with wearable technology rules.

Designated Safeguarding Lead (DSL)

- ❑ Provide online safety training including wearable device risks.
- ❑ Record and investigate any incidents involving wearable technology.

All Staff

- ❑ Adhere to the acceptable use guidelines at all times.
- ❑ Remind colleagues and visitors of policy requirements.
- ❑ Log any device-related concerns or breaches in the incident register.

Parents and Carers

- ❑ Respect policy by not using wearable recording devices on premises.
- ❑ Inform staff if their child uses any health-monitoring wearable device.

Procedures for Breaches

1. If a staff member is found using a wearable device incorrectly or it is deemed a distraction, they will be asked to remove this for the session and stored safely.
2. The incident is to be logged.
3. Repeated or serious breaches may lead to disciplinary action in line with our staff conduct policy.
4. Any safeguarding concerns escalate immediately to the local authority and Ofsted as required.

Record Keeping

- ❑ All incidents relating to wearable technology are recorded in the incident log with date, time, individuals involved and outcome.
- ❑ Records are reviewed termly by the DSL to identify patterns and update risk assessments.

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 enters 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 always remain clear 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 the 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.

- 3 To reduce the risk of accidents it is advisable to wear flat shoes.
- 4 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.
- 5 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, emergency and alternative care

In case of an emergency (for example 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 can 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

Alternative Care

This policy sets out how our setting responds to emergencies and provides alternative care arrangements in line with Ofsted's Early Years Foundation Stage (EYFS) requirements. We aim to ensure children's safety, continuity of care and clear communication with families at all times.

Purpose

This document provides guidance on:

- ☐ Identifying and managing emergency situations
- ☐ Notifying parents, carers and authorities
- ☐ Implementing agreed alternative care arrangements
- ☐ Recording actions taken

It ensures we maintain a safe environment and comply with EYFS statutory guidance on emergency and alternative care arrangements.

Scope

This policy applies to all staff, children and families registered with our setting. It covers:

- ☐ Unplanned closures (fire, flood, utility failure, severe weather, see 3.21)
- ☐ Planned exceptional closures (building work, public health measures)
- ☐ Temporary relocation to an alternative venue
- ☐ Transfer of children to partner providers

Definitions

Term	Definition
Emergency	An unexpected event requiring immediate action to protect children's welfare and safety
Alternative Care Arrangement	Pre-agreed plan to care for children at another location or with another provider
Critical Incident	Any incident with potential to cause significant harm, distress or operational disruption

Emergency Closure Procedures

1. Identify emergency and follow evacuation or lockdown procedures.
2. Notify emergency services (999) if required.
3. Inform the leadership team.
4. Contact parents/carers within 30 minutes of deciding to close.
5. Display closure notices at entrance and on digital platforms (website, app, social media).

Alternative Care Arrangements

- ☐ Where necessary we will transport children to an agreed safe site locally
 - ☐ A copy of each partner's contact details and address is kept in the manager's office.
 - ☐ Staff-to-child ratios for alternative venues mirror our normal ratios where possible.
 - ☐ Where possible and if required transport will be provided to manoeuvre children to a safe space, with staff escorting children at all times.
 - ☐ Risk assessments for alternative venues and transport are conducted in advance.
-

Roles and Responsibilities

Manager

- ☐ Activate emergency and alternative care plans
- ☐ Liaise with local authority and Ofsted as required
- ☐ Ensure parents receive timely updates

Designated Health & Safety Lead

- ☐ Maintain up-to-date risk assessments
- ☐ Coordinate emergency drills
- ☐ Oversee transport safety checks with the transport manager

All Staff

- ☐ Follow evacuation/lockdown procedures
- ☐ Escort children safely during relocation
- ☐ Record events and complete incident reports

Parent and Carer Responsibilities

Parents and carers must:

- ☐ Keep emergency contact details current
- ☐ Respond promptly to communications during an incident
- ☐ Collect children from the alternative venue as soon as possible

Communication Plan

We will use multiple channels to keep families informed:

- ☐ SMS text alerts
- ☐ Emails and app notifications
- ☐ Telephone calls for high-priority updates
- ☐ Notices posted at the setting's entrance

Record Keeping

- ☐ All incidents are logged in the incident register, detailing date, time, actions taken and outcomes.
- ☐ Records of communications with parents and partner providers are stored securely.
- ☐ Alternative venue attendance registers are retained alongside our own registers.

Training and Drills

- ☐ Staff receive annual training on emergency procedures and alternative care protocols.
- ☐ Termly fire, lockdown and relocation drills are conducted and evaluated.
- ☐ New staff are made aware and drills completed of evacuation and emergency procedures.

3.14 First Aid ,Accidents & reporting Accidents

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

First Aid Training and regular refresher courses form part of our mandatory training programme. All staff should be Paediatric First Aid (PFA) trained at the earliest opportunity and within the first three months of commencing employment.

- ☐ New staff complete paediatric first aid training within three months of commencement
- ☐ All paediatric first aiders renew their full 12-hour qualification every three years
- ☐ Training records are maintained in the staff training log and reviewed termly

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.

First Aid Stationary Kits

Item	Quantity
Children's sterile plasters	50
Sterile eye pads	6
Disposable gloves (pairs)	10
Triangular bandages	4
Safety pins	12
Instant cold packs	6
Saline eye wash	1 bottle
Paediatric foil blankets	2
Burn dressings	2

First Aid Portable Kits

- ☐ A reduced kit containing plasters, gloves, wipes and foil blanket
- ☐ Carried on all off-site trips alongside a mobile phone and child emergency contacts

Kits are checked termly and after each use. Expiry dates and stock levels are checked.

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 minimise 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 following current first aid guidelines.
- ☐ Staff should observe a child, young person or adult closely following an injury e.g., if a child bumps their head watch for signs of sickness, irritability, or

drowsiness. In all cases any head injury must immediately be reported to the manager and the parents of the child/young person; the parent may be asked to collect their child.

- ☐ 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
- ☐ A full report should be signed, dated, and entered in the accident/incident book once first aid if required has been administered (detailed below)

Major accident procedure

At all times staff must protect themselves and children from the 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/emergency contacts.
3. If an ambulance arrives before the parents, carer and or emergency contacts, 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 must be signed, dated, and entered in the accident/incident book/on line report (Detailed below)
8. If the injured child, young person or adult can wait for their parent, carer or emergency contact, a member of staff must keep them comfortable as possible until they are collected

All accidents must be reported in the first aid book/on line log :

- ☐ This must be logged in pen or saved using nursery in a box / upshot and full birth names must be used.
- ☐ Ensure that all sections of the form are fully completed.
- ☐ Body maps must be used to show the location of injury where required.
- ☐ The accident form must be signed of by a member of the leadership team .
- ☐ All entries are to be signed and dated by staff and witnessed where possible.

- ☐ If it is a staff member who has an accident at work whether needing first aid or not then they must complete and sign the accident form detailing the injury, location and incident alongside a witness (if one was available).
- ☐ 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.

Parents must be informed on the day of the incident or accident

Serious accidents and incidents must be reported to the following:

- ☐ Managers (Immediately)
- ☐ Directors (Immediately)
- ☐ Ofsted to be notified within 14 days
- ☐ local authority within 14 days
- ☐ Insurance Company
- ☐ Health & Safety Department (Local Authority)
- ☐ RIDDOR , Serious incidents are reported

- ☐ Accidents are reviewed within the setting, findings and adjustments are discussed as a team and shared with senior members and directors enable risk reduction

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 person's 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 the 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 person's 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 minimise 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 parents 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 - Privacy and Dignity

Definitions

Term	Definition
Privacy	The right of a child to keep their personal space, body and information free from intrusion.
Dignity	Treating each child with respect, acknowledging feelings and preferences when providing help.
Intimate Care	Assistance with personal tasks such as toileting, nappy changing, washing or dressing.

Parents and Carers

- ☐ Share relevant personal care needs and medical information at enrolment
- ☐ Agree to intimate care plans and review them as needs change

Intimate Care Procedures

- ☐ Obtain written consent from parents/carers for any intimate care routines.
- ☐ Use a designated, well-ventilated area screened from view.
- ☐ Two members of staff present when providing intimate care where necessary or appropriate.
- ☐ Encourage children to perform self-care wherever possible, offering help only as needed.
- ☐ Ensure staff wear disposable gloves and aprons; change gloves between children.
- ☐ Dispose of nappies, sanitary products and PPE in sealed bins in line with infection control.
- ☐ Record each intimate care episode in the Intimate Care Log, noting date, time, staff names and child's response.

Respecting Choice and Encouraging Independence

- ☐ Explain each step of the routine in child-friendly language.
- ☐ Offer children choices (e.g., "Would you like to use the red or blue towel?").
- ☐ Allow children to wash hands and flush toilets independently
- ☐ Adhere to intimate care procedures and confidentiality guideline
- ☐ Knock and wait for permission before entering toilet or changing areas
- ☐ Document all intimate care tasks and report any issues immediately
- ☐ Respect a child's wish for privacy as they grow, stepping back to allow space.

Confidentiality and Data Protection

- ❑ Personal information (health issues, care plans, incident logs) is kept securely and shared only with those who need to know.
- ❑ Store paper records in locked cabinets; digital records are password-protected.
- ❑ Retain intimate care logs and health records for the period specified in our data retention schedule.
- ❑ Dispose of outdated personal data by secure shredding or permanent deletion in line with record keeping requirements.

Safeguarding Considerations

- ❑ If a child discloses abuse or shows signs of distress during personal care, stop the procedure, comfort them and follow our safeguarding policy.
- ❑ Any breach of privacy or allegation against staff must be reported immediately to the DSL and recorded.
- ❑ Parents are informed of any safeguarding concerns that arise during intimate care, unless doing so would compromise an investigation.

Training and Induction

- ❑ All new staff receive training in intimate care, privacy, dignity and data protection during induction.
- ❑ Annual refresher sessions cover best practices, changes in guidance and case-study discussions.
- ❑ Staff competence in intimate care procedures is observed and reviewed regularly.

Monitoring and Review

- ❑ The leadership team review intimate care logs

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.

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.

A child must not stand on a changing surface in case they may fall.

A changing mat can be put onto a lower surface or floor particularly when an older child/young person needs attending to. Hoists are to be used and safety guards where fitted to allow ease of attending to personal care.

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.

The right to privacy must be respected while at the same time having openness to the changing area.

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.

Wet or soiled clothing should be placed in a plastic bag to go home.

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 measures 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 provisions 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 utmost 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 must 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.



3.21 Adverse weather conditions

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

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

1. insufficient staff can get into the workplace
2. Conditions on site are dangerous or health and safety cannot be maintained
3. 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 influence 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 , 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 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 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 Coronavirus / Covid - 19

Covid 19 – Endemic 2022

The population now has much stronger protection against COVID-19 than at any other point in the pandemic. This means we can begin to manage the virus like other respiratory infections, success of the vaccination programme and access to antivirals, alongside natural immunity and increased scientific and public understanding about how to manage risk.

Play Place are recommending: -

- Staff, volunteers, visitors with the symptoms of a respiratory infection, and who have a high temperature or feel unwell, should try to stay at home and avoid contact with other people until they feel well enough to resume normal activities and they no longer have a high temperature.
- Children and young people who are unwell and have a high temperature should stay at home and avoid contact with other people. They can go back to school, college, or childcare when they no longer have a high temperature, and they are well enough to attend.
- Adults with a positive COVID-19 test result should try to stay at home and avoid contact with other people for 5 days, which is when they are most infectious. For children and young people aged 18 and under, the advice will be 3 days
- Regular asymptomatic testing is no longer recommended in any education or childcare setting, including in SEND, alternative provision, and children's social care settings. Therefore, settings will no longer be able to order test kits
- Covid-19 outbreaks will be managed accordingly, and closure of settings/groups will be a last resort, contingency plans will be enforced and applied appropriately.
- Where required we will continue to inform the authorities.

3.23 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 and/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 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.

3.24 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 themselves 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:

1. Online safety instructions for children must start at an early age whilst within a pre-school environment to keep children safe whilst using the internet.
2. Children and young people should not be left unsupervised when using the internet.
3. Computers or mobile devices should only be used if there are Play Place issued devices.
4. Computers and devices should have the correct firewalls and security to minimise access to inappropriate sites or pop-up adverts.
5. Delivery of E safety accordingly to the children's age should be included in sessions.
6. 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:

1. Should beware of online safety prior to using a Play Place computer or devices.
2. Young people should not be left unsupervised when using the internet.

3. Computers and mobile devices being used should be Play Place issued devices.
4. Play Place computers and devices should have the correct security and firewalls installed to minimise access to inappropriate sites or pop-up adverts.
5. The delivery of E safety sessions should be delivered in accordance with the young person's age and ability.
6. 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.
7. 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.
8. Any young person who we deem as at risk, please then follow our safeguarding policy.

3.25 Fabricated Induced Illness

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

3.26 Lone Working Policy

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. Staff should log in or make connections with line managers /peers when lone working to manage safety and risk.

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 minimise 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 minimise 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
- ☐ In an emergency situation

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 may occur 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.

Administration/Hubs/Office

There are occasions when you may be lone working within one of the buildings where delivery would normally take place.

It is important that we all risk assess ourselves and are aware of the environment around us.

Loan working may take place due to the following: -

- ☐ Arriving early
- ☐ Last one to leave the building
- ☐ Arranging a meeting in a quiet place
- ☐ Cleaning
- ☐ Cooking
- ☐ Administration
- ☐ Training
- ☐ Setting up a session of delivery

The list is not conclusive

- ☐ Always let another member of staff know that you are lone working
- ☐ Check in with staff regularly if lone working
- ☐ Keep visual where possible
- ☐ Whilst loan working you should carry a mobile phone
- ☐ If the building is locked whilst you are loan working only allow scheduled visitors into the building
- ☐ Do not allow strangers into the building.
- ☐ Greet people at the door and take a contact number from them where required
- ☐ If you have open door approach particularly at a hub and you have visitors only allow them into foyer area if appropriate
- ☐ If you are unsure about anyone do not let them in.

3.27 Mental Health and Well Being Policy

Play Place recognises that mental health problems and stress can affect anyone. Positive well-being is central to stability and good mental health, we are all responsible for championing wellbeing and supporting and sign posting those who need support.

Our settings and groups for children and young people offer a place where they should feel safe and that is warm, welcoming, and driven by happiness and positivity. Consistency within our staff teams encourages strong bonds for children, young people, and staff as well as parents. Having good relationships creates a wholesome approach that enables an open mode for communication which allows expression and opportunity to share. We want our children and young people to have a voice where they can talk freely and in confidence. That British values can underpin our emotions and feelings towards others.

We want our children and young people to have an understanding and awareness of mental health issues and that they can encourage positive well-being amongst their peers and friendship groups. That they understand emotions and feel that it is ok to be sad or have a bad day.

We want our children and young people to grow and be able to:

- ☐ To show care and concern for others
- ☐ Build friendships and lasting relationships.
- ☐ Have an awareness of their own feelings.

- ☐ Have sympathy and empathy for others.
- ☐ Reach their full potential through effective learning.
- ☐ Process situations and make positive decisions.
- ☐ Work through difficult situation; conflict resolution
- ☐ Manage feelings appropriately.
- ☐ Play and work well with others.
- ☐ Consider others.
- ☐ Achieve

We will support our families and young people who need intervention and services that can work in partnership or are complementary to our broad deliveries. We will work within a multi-disciplinary approach where required and have an open approach with families and young people whilst maintaining professional and personal boundaries.

It is important that staff feel supported by creating a workplace culture that can tackle factors of mental health positively by raising awareness and understanding. We will promote positivity through our ethos of “Everyone Matters” and our passion to make the working environment friendly and approachable. Creating days and events that are directed at well-being encourages all round awareness to stakeholders and service users.

We will support staff through our HR wellbeing support programmes and will enable and encourage staff to seek further support where needed. Where possible we will encourage healthy lifestyles through our range of online services that can support staff as well as children, young people, and families we work with.

Play Place will aim to:

- ☐ Reduce the stigma around mental ill-health.
- ☐ Positively promote and safeguard the mental health and wellbeing of its employees and prevent stress by promoting a supportive workplace culture based on trust, support, and mutual respect, where employees can talk openly about their job and their mental health and report difficulties without fear of discrimination or reprisal.
- ☐ Create an environment that supports and encourages good mental health amongst our employees.
- ☐ Ensure that The Leadership Team/line managers are equipped to appropriately respond to disclosures.
- ☐ Provide appropriate support for all employees suffering from mental health and associated problems.

- ☐ Identify workplace stress through measures such as supervisions, one to one discussion, risk assessments and health and safety reviews.
- ☐ Educate the workforce about the advantages of good mental well-being and its influence over the quality of working and personal life.
- ☐ Reduce the levels of absence because of increased healthy mental well-being amongst employees.
- ☐ Demonstrate that the workforce is valued, and the work-life balance is respected by the support of good mental health and encouraged physical activity.
- ☐ Eliminate from the workplace, situations which can have a detrimental effect on employees' well-being.

Examples of these are:

- ☐ Bullying
- ☐ Harassment
- ☐ Discrimination (sexual, religious, political, ethnicity)
- ☐ Victimisation
- ☐ Provide support for the Leadership Team/line managers to ensure they are dealing appropriately with issues and maintaining their own mental health and well-being.

3.28 Child Absence Policy

Purpose

This policy ensures that all absences are managed consistently, transparently, and with the child's welfare at the heart. It supports safeguarding, promotes regular attendance, and meets Ofsted expectations for early years provision.

Aims

- ☐ Promote regular and punctual attendance.
- ☐ Ensure swift action when a child is absent without explanation.
- ☐ Support families in overcoming barriers to attendance.
- ☐ Maintain accurate attendance records in line with statutory guidance.

Parental Responsibilities

- ☐ Notify the setting by 9:30am on the first day of absence and each subsequent day.
- ☐ Use phone, email, text, or app to report absences.
- ☐ Provide a reason for the absence (e.g. illness, family emergency).
- ☐ Attend meetings if absences become frequent or concerning.

- Work with staff to resolve any attendance issues.

Staff Responsibilities

- Complete registers at the start of each session.
- Follow up unexplained absences by contacting parents by 10:00am.
- Escalate concerns to the Designated Safeguarding Lead (DSL) or Manager.
- Report persistent absence to Children's Services if safeguarding concerns arise.
- Classify absences as authorised or unauthorised based on evidence.

Types of Absence

Type	Description
Authorised	Illness, religious observance, pre-approved holiday, medical appointment
Unauthorised	No explanation provided, frequent absences without valid reason
Persistent	Absence rate exceeds 10% over a term
Severe	Absence rate exceeds 50% or prolonged unexplained absence

Safeguarding Protocol

- If no contact is made with parents/carers within **48 hours**, the setting may inform the DSL as appropriate and notify **Children's Services**.
- This is in line with the **Children Act 2004** and DfE guidance to protect children from harm.
- Staff will consider whether the absence may indicate a **safeguarding concern**, especially if the child is known to be vulnerable and may complete a home visit.

Monitoring & Review

- Attendance is monitored weekly by the Manager.
- Patterns of absence are reviewed termly.
- The policy is reviewed annually and updated appropriately.

Working Together

We believe attendance is everyone's responsibility. We aim to create a welcoming, safe, and engaging environment where children want to attend every day. We work in partnership with families and external agencies to support every child's right to education and care.

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 are also needed in staff supervision 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 a 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 a 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:

1. Play Place complies with the data protection Act and has security measures in place to safeguard information
2. Play Place holds data on each registered child and young person, which will only be used for specific purposes allowed by law
3. 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
4. All written information is kept in a secure locked place

5. 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
6. 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. While providing education and care we collect the following personal information:

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

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

1. Local Authorities
2. Social workers
3. SEND workers.
4. Early years advisors
5. Health visitors
6. Youth workers
7. GP's
8. Partnership groups

We use your personal information to:

1. Check and calculate free entitlement (where applicable)
2. Provide appropriate pastoral care and support services to children and young people.
3. Provide funding (where applicable)
4. Provide advice, support and guidance to the setting or provision.
5. Enable financial and policy compliance checks of the setting or provision.
6. Assess and improve the quality of our services.
7. Comply with the law regarding data sharing.
8. 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:

1. Department for Education (DfE) (statutory for early years funding and policy monitoring)
2. Kent County Council, Croydon Local Authority, Bromley Borough Council Management
3. Information & Finance (to provide funding)
4. Other local authorities, or other early years settings, to resolve duplicate claims and funding queries.
5. Commissioned providers of local authority services (such as education services)
6. Local multi-agency forums which provide SEND advice, support, and guidance (such as EY Local Inclusion Forum Team (EY LIFT))
7. Schools that you attend after leaving us (where applicable)
8. Partner organisations signed up to an Information Sharing Agreement, where necessary, which may include Police, school nurses, doctors and mental health workers and Community.
9. Health NHS Foundation Trusts
10. Contracted providers of services (such as external photographers and catering providers) where consent has been given.
11. 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:

1. Conducting research or analysis
2. Producing statistics
3. 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:

1. Who is requesting the data
2. The purpose for which it is required.
3. The level and sensitivity of data requested: and
4. 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:

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

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

1. Ask us to delete information we hold about you.
2. Have your information transferred electronically to yourself or to another organisation.
3. Object to decisions being made that significantly affect you.
4. Object to how we are using your information.
5. 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. Those 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 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 three tiers of security, an initial password, a verification code that must 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 www.croydon.gov.uk 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

1. Staff will inform parents of changes and development and where possible giving a reasonable time span for all to adapt.
2. Where possible, parents will be given the opportunity to comment and be part of any changes.
3. Every effort will be made to welcome and involve parents in the running of the group.

4. All new parents will be made aware of group routine and policies.
5. Groups will ensure parents have the opportunity to contribute their own skills or interests to the activities of the group.
6. Where there are keyworker systems, welcoming introductions will be made to families.
7. Parents should be made aware of volunteering opportunities in the setting if they have time and would like to help.
8. Parents should be kept up to date about group activities through regular newsletters.
9. 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

1. 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.
2. Parents should always inform the setting if they are not collecting their child; no child can be allowed to leave with an unauthorised person.
3. 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.
4. Parents should provide nappies and spare clothing for potty training and return loaned items of clothes as soon as possible.
5. 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 the costs of service delivery are covered. Our charging structure and policy is transparent, and charges are always made clear.

Fee Structure – Preschools

Description	Unit	Unit price
Free entitlement hours. This is either 15 or up to 30 hours dependant on eligibility.	Weekly	Free
Additional hours / pay for place	Per hour	Under 2's: £10 2 years: £8 3 – 4 years: £7
Snacks/Lunch	Per session (3 hourly - Morning and Afternoon)	50p
	Wayside Nursery – Hot Lunches	£2
Consumables (for example, baby wipes and sun cream, aprons, gloves)		50p
Additional voluntary services (for example, trips, forest school sessions, dance, football)	Ad Hoc	To be discussed on an individual setting basis.

If you do not wish to pay for specific consumables, for example because you wish to provide your own, please make the preschool aware so next steps can be discussed.

What is included in standard fees:

- ☐ Qualified staff ratios and supervision
- ☐ Age-appropriate learning resources and materials
- ☐ Routine consumables (glue, paper, crayons)
- ☐ Water and milk always available throughout session.

Permissible Extra Charges

From 1 April 2025, providers may charge voluntary fees for certain items or services, provided these are optional, clearly itemised and not conditional on accepting funded hours:

- ☐ Food (e.g. snacks, special dietary menus)

- ☐ Non-consumables (sun cream, aprons, gloves)
- ☐ Optional outings or activities
- ☐ Additional uniforms or branded item
- ☐ Late collection fee (refer to policy 2.8)

Prohibited Charges

Early years providers must not charge any of the following to access funded hours or as a condition of placement:

- ☐ Top-up or “top-slice” fee on funded hours
- ☐ Learning resources (books, toys, craft materials)
- ☐ Business overheads (rent, utilities, staffing)
- ☐ Registration fees or non-refundable deposits
- ☐ Unspecified “general” or “enrichment” charges

Out of school clubs / holiday schemes

Fees for out of school clubs and holiday schemes are set by each setting and may vary.

Fees will be disclosed to parents on look around/before a child is registered to the setting.

Invoicing and payment terms

- ☐ Invoices are issued at the end of every half term, payable by the end of the first week of the new term. Any children that start once the term has begun will be sent an invoice with payment expected within 2 weeks.
- ☐ Accepted payment methods: bank transfer, childcare workplace vouchers, tax free childcare, childcare grant payment and debit card.
- ☐ Failure to pay by the due date incurs a late fee of £25.00.
- ☐ Persistent non-payment may result in withdrawal of care place
- ☐ Non payment of monies will be transferred to a collections agency that may incur further costs to the parent/carer

Refunds and Cancellations

- ☐ Fees are not refundable for absences and are on a pay for place service.

Review and Communication

- ☐ Fees reviewed annually and updated in line with costs and statutory changes
- ☐ Parents receive written notice of any fee changes
- ☐ Queries, concerns, help can be discussed confidentially with the management team.

4.5 Complaints

We aim to provide the highest quality care and support for 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 or carers have concerns about service delivery the following actions should be taken:

1. Initially the parent or carer should speak to the child's key worker or youth worker about any comments and suggestions.
2. They may speak to the 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 in 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 staff's 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 the 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

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| 5.1 | Staffing and Recruitment Procedure |
| 5.2 | Staff training |
| 5.3 | Students and volunteers |

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- 5.5 Non attendance in the workplace
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- 5.11 Team Meetings and Supervision

5.1 Staffing and recruitment

5.1 Staffing and Recruitment

The Play Place Group is committed to safeguarding and promoting the welfare of children. We recognise that robust safer recruitment and ongoing suitability procedures are essential to ensuring that children are cared for by adults who are suitable to work with them.

The Play Place Group operates a fair, transparent, non-discriminatory and safer recruitment process. Recruitment decisions will be based on an applicant's suitability for the role, their ability to meet the requirements of the job description and person specification, and their suitability to work with children.

The Play Place Group will not unlawfully discriminate, either directly or indirectly, in recruitment or employment on the basis of any of the nine protected characteristics under the Equality Act 2010:

- | | |
|--|--|
| ☐ age; | ☐ race; |
| ☐ disability; | ☐ religion or belief; |
| ☐ gender reassignment; | ☐ sex; and |
| ☐ marriage and civil partnership; | ☐ sexual orientation. |
| ☐ pregnancy and maternity; | ☐ |

Safer recruitment is not regarded as a one-off check undertaken at appointment. It is a continuous process that begins with recruitment and continues throughout a person's employment, placement or volunteering with The Play Place Group.

The Play Place Group will comply with the current Early Years Foundation Stage (EYFS) statutory framework, Disclosure and Barring Service (DBS) requirements, Childcare Act 2006, Childcare (Disqualification) Regulations and other relevant safeguarding and employment legislation and guidance.

Core Principles

The Play Place Group will:

Advertising and Applications

Available posts may be advertised through appropriate employment websites, social media platforms, local networks, community boards and other suitable recruitment channels.

Candidates responding to an advertisement will be provided with or given access to relevant recruitment information, including:

- ☐ an application form;
- ☐ job description;
- ☐ person specification;
- ☐ information concerning DBS and safeguarding requirements;
- ☐ information about the requirement to disclose matters relevant to their suitability to work with children; and
- ☐ any other information relevant to the post.

Applicants must provide complete and accurate information. Any unexplained gaps in employment, inconsistencies or discrepancies will be explored as part of the safer recruitment process.

Shortlisting

Applications will be assessed against the requirements of the job description and person specification.

The shortlisting process will include:

1. Applications being reviewed and candidates shortlisted against agreed criteria.
2. Shortlisted candidates being invited to interview.
3. Candidates being advised of the identification, qualification and other documentation they must provide.
4. Any gaps, inconsistencies or concerns identified within the application being recorded for exploration at interview.
5. Recruitment decisions being made fairly and without unlawful discrimination.

Interview Process

Interviews will:

1. Take place in an appropriate and professional environment.
2. Normally be conducted by appropriately experienced senior staff.
3. Follow an agreed structure to promote fairness and consistency.
4. Include questions relevant to the job description and person specification.
5. Include appropriate questions concerning safeguarding, child protection, professional conduct and the EYFS statutory framework or youth work principles.
6. Explore the candidate's motivation for working with children and their understanding of professional boundaries and safeguarding responsibilities.
7. Explore gaps or inconsistencies in employment history or information provided within the application.
8. Use an agreed scoring system wherever appropriate to support fair and transparent decision-making.
9. Give candidates an opportunity to ask questions.
10. Inform candidates of the outcome

Employment and Conditional Offers

Successful candidates will receive written confirmation setting out, as appropriate:

- ☐ position/job title;
- ☐ salary or rate of pay;
- ☐ proposed start date and working hours; and
- ☐ normal place of work.

All offers are conditional upon satisfactory completion of the required safer recruitment and pre-employment checks.

Pre-Employment and Suitability Checks

Before confirming an appointment, The Play Place Group will complete and record all checks required for the particular role. These will include, where applicable:

- ☐ verification of the candidate's identity;
- ☐ confirmation of their right to work in the UK;
- ☐ verification of relevant qualifications, certificates and training;

- ❑ appropriate employment references;
- ❑ an Enhanced Disclosure and Barring Service (DBS) check;
- ❑ a Children's Barred List check where the role involves regulated activity or is otherwise legally eligible for such a check;
- ❑ appropriate overseas criminal-record or suitability checks where a person has lived or worked outside the UK;
- ❑ consideration of any information disclosed by the applicant which may affect their suitability;
- ❑ appropriate checks relating to disqualification under the Childcare Act 2006 and Childcare (Disqualification) Regulations; and

Disclosure and Barring Service (DBS)

The Play Place Group recognises the Disclosure and Barring Service as an important part of safer recruitment, but a DBS certificate will not be relied upon as the only means of determining whether a person is suitable to work with children.

Where a role involves regulated activity with children, The Play Place Group will obtain the appropriate Enhanced DBS check with Children's Barred List information.

It is a criminal offence for a person who is barred from working with children to seek to undertake regulated activity with children. It is also an offence for an organisation knowingly to permit a barred person to undertake regulated activity with children.

No new employee will commence employment until the required Enhanced DBS criminal-records check has been received and its contents have been considered by The Play Place Group.

Where Children's Barred List information is required for the role, this check must also be completed before the individual undertakes regulated activity.

The Play Place Group will check the original DBS certificate presented by the applicant, or use the DBS Update Service where the applicant is subscribed to it and has provided the necessary consent. Where an Update Service status check indicates that the certificate is no longer current, a new DBS check will be obtained.

A DBS certificate does not have an automatic expiry date. The Play Place Group will nevertheless maintain ongoing suitability procedures and may require a new DBS check where appropriate (every three years if not on the DBS update service).

Duty to Disclose Information Affecting Suitability

The Play Place Group will make clear to all prospective and existing staff that suitability to work with children is an ongoing requirement.

Staff and prospective staff must provide relevant information that may affect their suitability to work with children.

This includes relevant information relating to matters such as:

- ☐ arrests;
- ☐ charges;
- ☐ convictions;
- ☐ cautions;
- ☐ court orders;
- ☐ reprimands;
- ☐ warnings;
- ☐ inclusion on a barred list;
- ☐ disqualification from childcare;
- ☐ restrictions or prohibitions relating to working with children; and
- ☐ any other information, incident, investigation or circumstance which may reasonably affect their suitability to work with children.

This requirement applies to relevant information arising before appointment and during employment.

Employees must inform the Manager/Designated Safeguarding Lead without delay if an event or change in circumstances occurs that could affect their suitability to work with children. Failure to disclose relevant information may be treated as a serious matter and may result in disciplinary action, up to and including dismissal, subject to appropriate investigation and employment procedures.

Disclosure of information will not automatically prevent employment or result in dismissal. Relevant information will be considered fairly, proportionately and on a case-by-case basis, taking account of safeguarding responsibilities and applicable legislation.

Childcare Disqualification

The Play Place Group will ensure that individuals undertaking roles covered by the Childcare Act 2006 and the Childcare (Disqualification) Regulations are not disqualified from undertaking the relevant childcare or management activity unless a lawful waiver has been granted by Ofsted.

Staff within the scope of the regulations must inform The Play Place Group immediately if they become aware of circumstances which may result in their disqualification.

Where there is uncertainty about whether a person is disqualified or whether a waiver is required, Play Place Group will seek appropriate advice and will not permit the person to undertake prohibited childcare activity until the matter has been resolved.

References

As part of safer recruitment, Play Place Group will obtain two satisfactory written references before employment commences, wherever practicable.

When Play Place Group provides a reference concerning a current or former employee, it will provide factual and accurate information. This will include, where required, whether the organisation is satisfied as to the person's suitability to work with children and factual information about substantiated safeguarding concerns or allegations meeting the relevant harm threshold.

DBS Referral Duty

The Play Place Group recognises its legal responsibilities as a regulated activity provider. A referral will be made to the **Disclosure and Barring Service (DBS)** where the legal referral criteria are met. In particular, The Play Place Group will consider and, where required by law, make a DBS referral where a member of staff or volunteer is removed from regulated activity because they have harmed a child, pose a risk of harm to a child, or satisfy another relevant statutory referral condition. This duty may also apply where the person resigns, retires or otherwise leaves before the organisation is able to dismiss or remove them from regulated activity.

A person's resignation will **not** prevent The Play Place Group from completing its safeguarding procedures or making referrals to the DBS, Local Authority Designated Officer (LADO), Ofsted, police or other relevant agencies where required.

Ongoing Suitability, Induction and Supervision

Following satisfactory completion of pre-employment requirements:

1. Payroll and banking information will be processed securely.
2. The employee will receive the appropriate written statement/contract of employment in accordance with employment law.
3. Staff will be given access to relevant policies, procedures and the staff/personnel handbook.
4. A structured induction will commence.
5. A probationary period will apply where appropriate.
6. Performance, conduct and safeguarding practice will be monitored.
7. Staff will receive regular supervision, support and performance discussions.
8. Staff will be reminded of their continuing duty to disclose information that may affect their suitability.
9. Managers will respond promptly to concerns about an employee's conduct, behaviour or suitability.

Successful completion of probation does not remove the requirement for continuing assessment of suitability.

Recruitment and Vetting Records

The Play Place Group will maintain a clear central recruitment and vetting record for staff and other relevant persons.

Records will include, as applicable:

- ☐ Identity verification
- ☐ DBS checks
- ☐ Reference checks
- ☐ Qualification checks
- ☐ Disqualification declarations

The SCR should be readily available for Ofsted inspection and reviewed termly to ensure completeness and accuracy.

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 supervision allows staff the 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.
8. Staff who are expected to attend training, whether this is delivered externally or internally and fail to attend without adequate notice will be charged full training costs.

Play Place will:

1. Ensure information from other organisations and publications, local and central government sites are accessible and open opportunities for 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. Students 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 student's 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 four-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 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 induction meeting with the manager.
2. Completed staff detail and appropriate medical forms including emergency contacts.
3. Received information on their role and requirements and have a clear understanding of them including but not limited to code of conduct.
4. Read the company's full policies and procedures, front sheet to be signed, and dated to show they have been understood and will be followed.
5. Have had safeguarding discussion with manager, shown who designated safeguarding leads are and procedures which must be followed including the local authorities' policies and LADO/OFSTED.
6. Had a tour of the provision including staff toilets and outside areas.
7. Have been assigned a mentor where appropriate.
8. Had the financial procedure and payroll explained.
9. Had the emergency evacuation procedure including fire exits, appointed first aider and assembly points explained.
10. Been introduced to all staff in the setting.
11. Understand safety procedures including access codes, key fobs, and keys.
12. Have appropriate staff ID picture taken.

By the end of the first week staff should:

1. Be able to access all equipment and resources.
2. Have undertaken Safeguarding level 1 training either online, face to face or zoom. Managers to be given certificate of completion.
3. Have read through all risk assessments.
4. Demonstrated a fire drill.
5. Have an awareness of how the setting functions daily.
6. Is aware of all children's needs.
7. Have been introduced to all children, parents, and carers.

8. Had a meeting with the Manager to discuss workload, progress and or any difficulties.
9. Have a safeguarding supervision with manager.
10. Have brought in all relevant qualification certificates for keeping onsite.

By the end of the second week staff should:

- ☐ Have undertaken Safeguarding level 2 training either online, face to face or zoom. Managers to be given certificate of completion.

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 delivery and relevant documents.
- ☐ To include discussion on workload and identify training needs,
- ☐ Have a clear understanding of safeguarding within the environment and appropriate procedures.
- ☐ Progress and any difficulties to be brought up and action plan put in place if appropriate.
- ☐ Clear targets using supervision document 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:

1. Be able to demonstrate a capability to meet the requirements of the role to the standard set.
2. Have completed their induction programme and undertaken a review meeting with their line manager.
3. Have organised regular supervisions and appraisal meetings and been given dates of all staff meetings for the year.
4. Have been given their contract of employment to be signed and returned.
5. Have been booked onto first aid training (to be completed within three months of employment commencing).

Induction Check List

Activity	Signed By Staff	Signed By Manager	Date
By the first day			
Having an induction meeting with manager			
Completed appropriate staff detail and medical form			
Have received a job description.			
Read the company's full policies and procedures, front sheet to be signed, dated to show they have been understood and will be followed.			
Have had safeguarding discussion with manager, shown who designated safeguarding leads are and procedures which must be followed including the local authorities' policies and LADO/OFSTED.			
Had a tour of the provision including staff toilets and outside areas.			
Have been assigned a mentor /buddy			
Had the financial procedure and payroll explained			
Had the emergency evacuation procedure explained including fire exits, appointed first aider and assembly points explained.			
Been introduced to all staff in the setting.			
Understand safety procedures including access codes, key fobs, and keys.			
Have an appropriate staff ID picture taken.			

By the end of the first week			
Be able to access all equipment and resources.			
Have undertaken Safeguarding level 1 training either online, face to face or zoom. Managers given certificate of safeguarding completion.			
Have read through all risk assessments.			
Demonstrated a fire drill.			
Have an awareness of how the setting functions daily.			
Is aware of all children's needs.			
Have been introduced to children, parents, and carers.			
Had a meeting with the Manager to discuss workload, progress and or any difficulties			
Have a safeguarding supervision with manager.			
Have brought in all relevant qualification certificates for keeping onsite.			
Undertaken food allergy and food hygiene training			
By the end of the second week			
Have undertaken Safeguarding level 2 training either online, face to face or zoom. Managers to receive certificate of completion.			
By the end of the third week			
Had a week to reflect, question and pursue any of the above areas that need to be readdressed.			
By the end of the fourth week			
Have an understanding of the delivery framework working within - EYFS/Keystage/Playwork/ youth structure and show in practice how they support children's direct/indirect learning			

To include discussion on workload and identify training needs,			
Have a clear understanding of safeguarding within the environment and appropriate procedures.			
Progress and any difficulties to be brought up and action plan put in place if appropriate			
Clear targets using supervision document will be set and reviewed at subsequent meetings.			
Discuss key worker/buddy system and be assigned key children.			
By the end of induction period			
Be able to demonstrate a capability to meet the requirements of the role to the standard set.			
Have completed their induction program and undertaken a review meeting with their line manager.			
Have organised regular supervisions and appraisal meetings and been given dates of all staff meetings for the year.			
Have been given their contract of employment to be signed and returned.			
Have been booked onto first aid training (to be completed within three months of employment commencing).			

Date induction completed:

Signed by Employee: _____

Print Name: _____

Job Title: _____

Signed by Manager: _____

Print Name: _____

Job Title: _____

1 copy – To staff member at end of induction

1 copy – To be kept by manager on site

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	☐ For all staff during a complete holiday year your paid holiday entitlement of 5.6 working weeks (subject to a maximum of 28 days) inclusive of public/bank holidays. Payment will only be made if you would have been contracted to work on the public/bank holiday. ☐ Annual leave is pro rata accordingly for staff on part time hours such as a 38 week yearly contract. ☐ Leave accrues monthly in advance, at the rate of one twelfth of the annual leave entitlement. It is line manager and director's responsibility to decide whether to authorise a request for leave in advance of accrual. ☐ Term time staff and those working within schools will take annual leave entitlements within the school holiday period as per signed contract. ☐ Annual leave will be taken on a half or full day basis. ☐ New employee entitlement to annual leave will be proportionate to the amount of time left in the annual leave year. ☐ 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. ☐ In your first holiday year your entitlement will be proportionate to the amount of time left in the holiday year. ☐ You are required to reserve sufficient days from your annual entitlement to cover the 1-week Christmas/New Year shut-down period and also the last week in summer (notified in advance by the director) If you have not accrued sufficient holiday entitlement to cover this period, you will be given unpaid leave of absence. ☐ You are entitled to the following types of paid leave subject to any qualifying criteria and notification requirements:
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	- Maternity, paternity, adoption, shared parental leave with pay in line with statutory entitlements in place from time to time; - qualifying parents are entitled to parental bereavement leave in line with statutory entitlements in place from time to time;
Time Frame	☐ Annual leave operates from April to March inclusively.
	☐ 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. ☐ 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.
Procedure	☐ An appropriate holiday form must be completed either in paper form or via Bright HR. ☐ The form is to be submitted to the line manager to be agreed and verified. ☐ Staff may only commit to leave plans on receipt of a signed annual leave form from the line manager who authorises requests for leave. ☐ 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. ☐ If the application for leave is refused, the line manager will notify the staff member as soon as possible. ☐ If a staff member wishes to dispute a line manager's decision to decline an annual leave request, they may use the grievance procedure. ☐ Where there are conflicting annual leave requirements, priority will be given to the member of staff whose request was received first. ☐ Should staff take unauthorised annual leave, they may be subject to disciplinary action, including dismissal.

Time Off In Lieu (TOIL)

Why TOIL	☐ TOIL (Time off in Lieu) - Lieu time is time off which staff members can take for hours worked beyond the working day (i.e., evenings and weekends). ☐ 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.
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	☐ Toil normally is applied to staff on fixed term contracts and whose jobs require a flexible approach to hours worked.
Expectations	☐ 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. ☐ 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. ☐ Time off must be equal to time 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. ☐ Where work requires an overnight stay, staff will build up TOIL for hours worked and travel time for their normal working hours only. ☐ Staff will be responsible for completing their own TOIL recording sheet or submitting via Bright HR. ☐ Any member of staff who is found to have abused the TOIL scheme may have to face disciplinary action up to and including dismissal.
Procedure	☐ TOIL, annual leave, and sick leave is requested via Bright HR or by formal documentation and submitted to the line manager.

Sick/Injury

Notification of incapacity to work.	☐ Staff must notify their line manager 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. ☐ This should be no later than one hour before the normal start time. Notification the night before - at the end of the previous day's delivery would assist us in finding a suitable replacement to cover absence. ☐ Notification should be made personally where possible. ☐ Staff should try to give some indication of the expected return date and notify us as soon as possible if this date changes. Once able to come back to work staff should notify their line manager as soon as possible.
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	☐ 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. ☐ Consistent leave from work due to illness may result in being asked to attend a medical and staff may be put onto an action plan.
Evidence of Incapacity	☐ 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. ☐ If a sickness has been (or staff know that it will be) for longer than seven days (whether they are working days) staff should see a doctor and make sure he or she gives them a medical certificate; this should be sent to us without delay. ☐ Subsequently staff must supply us with consecutive doctors' medical certificates to cover the whole of your absence.
Payments	☐ 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. ☐ 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. ☐ 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.
Return to work	☐ 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. ☐ 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.
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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:

1. 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.
2. Staff members who work irregular hours must keep their time sheets up to date on a weekly basis; back dated claims are unacceptable.
3. All timesheets should be signed by a line manager or Director.
4. All claims for pay must be submitted to accounts payable no later than 10am on the 22nd of each month.
5. Claims submitted may include 'assumed regular work' to be carried out between the 23rd and 27th of each month. However, any changes that occur after submission (i.e. sickness or unplanned absence) will be adjusted by payroll on the next pay day.
6. 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:

1. Petty cash will be stored and located in a safe place.
2. Petty cash will be an agreed amount of money paid via equals.
3. Line Managers will have responsibilities for petty cash.

If petty cash is needed:

1. A request should be made on the equals system.
2. The reason why should be given during the request.
3. It is expected that a receipt will later back all petty cash expenditure.
4. All receipts and signed petty cash vouchers must be stored appropriately.
5. A petty cash summary will be completed at least once a month/termly.

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:

- 1) Staff who are required to use their own cars for work (but not including travelling to and from the work setting).
- 2) Staff who are responsible for keeping a company vehicle for more than one day.
- 3) 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) The 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 23rd 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 23rd 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 the CIC 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 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 in writing.
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 Business services.
6. The employee handbook works alongside our policies (this is currently being updated).
7. On receipt of a formal complaint and or grievance we will take action to meet with both parties separately and have positive discussions to enable both to continue to work whilst issues and potential investigation are being dealt with.
8. 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:

1. What action should be taken to correct their conduct.
2. That she or he will be given reasonable time to rectify matters.
3. That if she or he fails to improve, then further action will be taken.
4. That a record of the warning will be kept.
5. That she or he can appeal against the decision.

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

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

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

1. The employee will again be interviewed and given an opportunity to state their case as before.
2. 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.

3. If progress is satisfactory within the time given to rectify matters, the record of warning will be maintained for Play Place records.
4. 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 (separate to harassment in the workplace policy).

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

1. The manager receiving the complaint will arrange to speak to the complainant in a quiet place and at an appropriate time.
2. 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.

1. 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.
2. Staff who witnessed the situation will be asked to write a full report as evidence of what they saw.
3. If the allegation is one of abuse, the member of staff will be informed that Local Authority Designated Officer (LADO) will take the lead and staff will receive instructions on how to proceed.
4. 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.
5. Following guidance from the appropriate organization as detailed above, 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. This may not always be the case and we will work together as appropriate to enable both parties to continue to work within their appropriate settings.
6. If found guilty of serious misconduct the employees' contract will be terminated.

If the complaint is one of less serious conduct:

1. 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.
2. The manager will assess the complaint and the response offered by the staff members and agree an appropriate way forward which may include a staff action plan.
3. All discussions that take place should be carefully documented and filed.
4. The manager or a senior manager will access the information given.
5. If deemed guilty, the staff member may be given a verbal or written warning. If the claim is unsubstantiated then meetings will be held with both parties whereby positive discussions will enable both parties to continue to work together.
6. The complainant and staff member should be informed in writing of any actions that have been taken.
7. 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.
8. Agreements reached with the member of staff will be reviewed at a later stage as per the action plan.

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/absent 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 DSL, 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.

Purpose

This document provides guidance on:

- ☐ How and when to raise a concern internally
- ☐ The protections available to whistleblowers
- ☐ When and how to escalate concerns externally, including to Ofsted
- ☐ Record-keeping and confidentiality arrangements

It ensures compliance with the Early Years Foundation Stage (EYFS) statutory framework and statutory guidance in Keeping Children Safe in Education (KCSIE).

Scope

This policy applies to all individuals working in or visiting our setting, including:

- ☐ Employees, volunteers, students and supply staff
- ☐ Contractors, agency workers and consultants

It covers any concerns about safeguarding, health and safety, financial irregularities, unethical conduct or any other wrongdoing.

Reasons for whistle blowing:

1. Everyone has a responsibility for raising concerns about unacceptable practice or behavior.
2. To prevent the problem from worsening or widening.
3. To protect or reduce risks to others.

4. To prevent becoming implicated yourself.

What stops people from whistle blowing:

1. Starting a chain of events that spirals.
2. Disrupting the work of the setting.
3. Fear of getting it wrong.
4. Fear of repercussions or damaging careers.
5. Fear of not being believed.

How to raise a concern:

1. 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.
2. The concern should be raised immediately with the Designated Safeguarding Lead (DSL) Manager, Director, or the or the Local Authority Designated Officer (LADO). **Details at the beginning of policies.**
3. 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.
4. A member of staff is not expected to prove the truth of the allegation but will need to demonstrate sufficient grounds for the concern.
5. DSL to notify Ofsted within 14 days of concern being made.

What happens next?

1. You should be given information on the nature and progress of enquiries.
2. Play Place has a responsibility to protect the member of staff from harassment or victimisation.
3. No action will be taken against the member of staff if the concern proves to be unfounded and was raised in good faith.
4. Allegations made frivolously, maliciously or for personal gain will not be tolerated 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 are available from the line manager or directors and Play Place health assured platform (employee assistance programme).



Legislative and Statutory Guidance

We follow:

- ☐ EYFS statutory framework 2025 – safeguarding and welfare requirements (paragraph 3.50)
- ☐ Keeping Children Safe in Education 2024 – whistleblowing and staff responsibilities (paragraph 123)
- ☐ Public Interest Disclosure Act 1998 – legal protections for whistleblowers
- ☐ Ofsted guidance on reporting concerns about children’s social care services

Roles and Responsibilities

Manager

- ☐ Promote this policy and ensure it is visible and understood.
- ☐ Provide support to whistleblowers and ensure no reprisals occur.
- ☐ Investigate or commission investigations into concerns raised.

Designated Safeguarding Lead (DSL)

- ☐ Offer initial advice on safeguarding-related disclosures.
- ☐ Ensure concerns about child protection are referred without delay to local authority children's services and/or the police.

All Staff, Volunteers and Stakeholders

- ☐ Raise any genuine concern as early as possible, following the procedures below.
- ☐ Cooperate with any investigation and maintain confidentiality.
- ☐ Refrain from victimising or harassing anyone who has raised a concern.

Raising Concerns Internally

1. **Line Manager or Supervisor**
Discuss the issue informally where possible.
2. **Designated Safeguarding Lead (DSL)**
For concerns involving safeguarding, the DSL should be informed immediately.
3. **Manager or Proprietor**
If the concern involves the DSL or line manager, approach the Manager, Director.

Staff should put concerns in writing, including:

- ☐ Nature of the concern
- ☐ Relevant dates, names and locations
- ☐ Details of any steps already taken

Confidentiality and Protection

- ☐ All disclosures will be treated in confidence and only shared on a need-to-know basis.
- ☐ Identity of the whistleblower will be protected wherever possible.
- ☐ Victimisation or retaliation against anyone raising a concern in good faith will be treated as gross misconduct and may lead to disciplinary action.
- ☐ Malicious or knowingly false allegations will also be subject to disciplinary procedures.

Record Keeping

- ☐ A confidential log of all whistleblowing disclosures is maintained by the Manager.
- ☐ Records include date received, nature of concern, action taken and outcome.

- Logs are reviewed termly to identify any systemic issues and inform policy improvements.

Training and Awareness

- All new staff and volunteers receive whistleblowing training as part of their induction.
- Annual refresher sessions cover legal protections, internal procedures and external reporting routes.
- Staff acknowledge in writing that they have read and understood this policy.

Escalating Externally

If the internal route does not resolve the concern, or if the matter is particularly serious, staff may raise concerns with:

Body	Contact Details
Ofsted Whistleblowing Helpline	0300 123 3155 (Monday–Friday, 8.00am–6.00pm)
Ofsted Whistleblowing Email	whistleblowing@ofsted.gov.uk
Local Authority Designated Officer (LADO)	Check your local authority website for LADO contact details
NSPCC Whistleblowing Advice Line	0800 028 0285 or help@nspcc.org.uk

Ofsted acts as a “prescribed person” for whistleblowing disclosures relating to children’s social care services, using information shared to inform its inspection and regulation activity.

5.10a Whistle Blowing (Revised version - June 2021)

All staff should be aware of child protection and safeguarding procedures, including procedures for dealing with allegations.

Staff are individually responsible for bringing matters of concern to the attention of a DSL (Designated Safeguarding Lead), senior management, directors or relevant agencies immediately.

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:

1. Everyone has a responsibility for raising concerns about unacceptable practice or behavior.
2. To prevent the problem from worsening or widening.
3. To protect or reduce risks to others.
4. To prevent becoming implicated yourself.

What stops people from whistle blowing:

1. Starting a chain of events that spirals.
2. Disrupting the work of the setting.
3. Fear of getting it wrong.
4. Fear of repercussions or damaging careers.
5. Fear of not being believed.

How to raise a concern:

A member of staff should voice any **concerns, suspicions, or uneasiness immediately**. This means, at the point of **recognition** that the staff member must **respond, report** and **refer** the incident. The earlier a concern is expressed the easier and sooner action can be taken.

Recognise

Staff member has seen something that they recognise is or may be harmful to a child or young person.

Or

Have noted something that is a cause for concern for potential harm or odd / unusual behaviour. This may include language, intimidation, comments or physical contact.



Respond

The concern must be raised in the first instance with:

- ☐ The immediate DSL (Designated Safeguarding Lead) for the setting.

If this is not possible or appropriate the matter must be raised with either:

- ☐ The lead DSL for the organisation (Rose Hennis)
 - ☐ An alternate director
- ☐ Directly to the Local Authority Designated Officer (LADO).

They will advise you of any immediate actions that are required. A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.



Report

The incident needs to be reported in the accident book for the child. This will include body maps used to identify injuries or harm caused.

This must be shared with the parent on the same day and signed by the staff member and setting manager (Or deputy in the absence of the manager) and parents.

The incident should be reported in the incident or cause for concern book. This must be shared with the parent on the same day and signed by the staff member raising the concern and the setting manager (Or deputy in the absence of the manager) and parents.



Refer

The setting DSL on site must refer the matter directly to LADO and share information with Company DSL and Directors.

If the concern relates to the DSL or senior team staff member, staff may speak with:

An alternate DSL in the company
or

2) Directly to LADO **Details at the front of policies**

In cases where a staff member works across counties or boroughs, this must include sharing information with the other appropriate LADO Teams.

What happens next?

1. LADO will inform us of the next stages. This may include:

- ☐ Staff suspension
 - ☐ Evaluation meeting/s
 - ☐ Investigation advised
 - ☐ Action or no further action
2. You should be given information on the nature and progress of any enquiries.
 3. Play Place has a responsibility to protect the member of staff from harassment or victimisation.
 4. No action will be taken against the member of staff if the concern proves to be unfounded and was raised in good faith.
 5. Training and support will be given to staff members that are involved in an allegation being made that is later regarded to be unfounded.
 6. Allegations made frivolously, maliciously or for personal gain will be seen in a different light and disciplinary action will be taken.
 7. Further information can also be found here: <https://croydonlcsb.org.uk>
 8. In all cases it is essential to discuss the matter with our Business Support Team (Peninsula)
 9. Advice from LADO with reference to outcomes may include:
 - ☐ Written first or final warning
 - ☐ Further training to be provided
 - ☐ Termination of employment contract
 - ☐ Reporting to DBS

Self-reporting:

All staff members have a responsibility to inform their line manager if they have a personal, physical or mental health problem which they know will affect their work. Staff members discuss such a situation with their line manager to ensure that professional and personal support can be offered.

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 DSL's, line manager or directors.

1.11 Team meetings & supervision

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 build strong foundations and staff confidences. Working as a team is a crucial part of our delivery as it builds relationships that create an impact on the working environment and maintains well-being and positivity amongst the staff teams.

Team Meetings & Supervision must be 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 where confidentiality can be achieved.
- ☐ Staff should feel comfortable and put at ease so that an open and honest discussion can be had.
- ☐ 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 in achieving personal goals.
- ☐ Regular supervision supports general health and well-being.