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# Providing services for children and young people

These policies are reviewed regularly by the Board of Trustees/Directors

## Access to Information

The Sandringham Enterprise Centre works on an 'Open Access' policy, both for information and in being involved with our work.

All policies and procedures govern the way The Sandringham Enterprise Centre works. They are intended as not only a guide to the way in which we work with our children, but as an underlying background of support and best practice to enable excellent provision and standards to be achieved.

Our staff will be fully aware of all the policies that are in place and will be working in the spirit of these documents as they work and interact with the children. As there are a number of policies, it is not intended that all are memorised but they are used to determine the way and the ethos in which all staff work.

The policies are available to all parents and carers and can be viewed at any time in the offices at the Centre. Individual copies can be available if requested.

## **Arrivals and Departures of Children**

We aim to give a warm welcome to each child on their arrival.

Parents/carers are requested to pass the care of their child to a specific member of staff who will ensure his/her safety, and that their attendance is recorded on the register.

The staff member receiving the child immediately records his/her arrival in the daily attendance register. Any specific information provided by the parents should be recorded.

If the parent requests the child to be given medicine during the day, the staff member must ensure that the medicine consent procedure is followed.

If the child is not to be collected by the parent/carer at the end of the session, an agreed procedure must be followed to identify the nominated adult.

All medicines should be recovered from the medicine box/fridge only when the parent/carer has arrived and handed it to him/her personally.

No child should be handed over to anyone other than the known parent/carer unless an agreement has been made at the time of arrival.

On departure, the child register must be immediately marked to show that the child has left the premises.

## Assessment Policy

We believe that ongoing observation and assessment of children is central to our practice as Early Years educators.

The purpose of this policy is to state why and how we assess.

### **Why do we assess:**

- To understand each child, emotionally, socially, intellectually and physically

and to enable us

- To plan for and evaluate individual development – formative assessment
- To communicate with parents/carers/colleagues and other professionals – summative assessment
- To evaluate the quality of provision, use of resources, teaching and learning and planning
- To provide equal opportunities for all children

### **How do we assess?**

- At the home visit
- By observing and interacting within the children's play
- Assessing children's levels in Personal, Social and Emotional Development, Speaking and Listening, Gross and Fine Motor Development
- Using Foundation Stage guidelines (stepping stones) and showing achievement on a grid under the 6 areas of learning of Birth to Three
- Using 'p' levels when appropriate

### How do we record assessment?

- Special books: work and photographs chosen by the children throughout the year
- Observations on each child, identified in learning areas, are kept in a folder by the Key Worker
- Children's achievements are shared with the parent/carer at consultation meetings at the end of each term – and comments made by staff and parents are recorded on a simple pro forma
- A written report is completed when the child leaves the Pre-school and the Nursery and is shared with the parent/carer and a copy sent on to the receiving Nursery or school.

## Behaviour and Sanctions

1. The Sandringham Enterprise Centre believes in promoting positive behaviour.
2. We aim to encourage self-discipline, consideration for each other, our surroundings and property.
3. By praising children and acknowledging their positive actions and attitudes, we hope to ensure that children see that we value and respect them.
4. Rules are concerned with safety and care and respect for each other. Children who behave inappropriately by physically abusing another child or adult or by verbal bullying may be removed from the group.
5. The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge that a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.
6. How a particular type of behaviour is handled will depend on the child and the circumstances. It may involve the child being asked to talk and think about what he or she has done. It may be that the child will not be allowed to make his or her own choice of activities for a limited period of time.
7. The child will also be asked to see if the child/person who was 'hurt' is all right and to demonstrate that they are sorry.
8. In extreme cases, the child will be removed from the classroom or garden until he or she has calmed down and had time to reflect on his or her behaviour.

9. Parents will be informed if their child is persistently unkind to others or if their child has been upset. In all cases inappropriate behaviour will be dealt within MGPC at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between home and MGPC. In some cases, we may request additional advice and support from other professionals such as an educational psychologist or child guidance counselor.

Parents/carers should feel free to discuss any concerns they may have. All matters will be treated in the strictest confidence.

10. By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

## **Cold Weather Policy**

1. Children should be encouraged to dress appropriately for the weather. For much of the year this will leave the choice up to the children. However, staff need to override this on very cold, very hot or rainy days, if the children do not choose to dress suitably.
2. Staff should act as good role models – if they are asking children to put on coats, they should wear coats themselves.
3. Children who are well enough to attend school should be well enough to go outside, if suitably dressed.
4. If a child has returned from illness, then it might be that the child could be discouraged from going outside early in the morning, or if it is cold and wet, until the weather has improved. However, if a child has a medical reason e.g. asthma why they should not go outside, a letter from the GP should be presented.

# Complaints Procedure

## Statement of intent

Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

## AIM

We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

## METHODS

To achieve this, we operate the following complaints procedure. All settings are required to keep a 'summary log' of all complaints that reach Stage 2 or beyond. This is to be made available to parents as well as to Ofsted inspectors.

### *Making a complaint*

#### Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her worries and anxieties with the setting leader. Concerns can also be taken to the Head of Centre.
- Most complaints should be resolved amicably and informally at this stage.

#### Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the setting leader and the Head of Centre and Governing Body.

- For parents who are not comfortable with making written complaints, help would be made available so that the complaint may be written by the person in charge and signed by the parent.
- The Centre stores written complaints from parents in a complaints file. However, if the complaint involves a detailed investigation, the Centre Manager may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the Centre Manager meets with the parent to discuss the outcome.

### Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the Chair of Trustees/Board. The parent should have a friend or partner present if required and the Head of Centre should have the support of the chairperson of the Governing Body present.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

### Stage 4

- If at the Stage 3 meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator keeps all discussion confidential. S/he can hold separate meetings with the setting personnel (setting leader and owner/chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

### Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the setting leader and the owner/chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.



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

### **The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Area Safeguarding Children Committee.**

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the National Standards for Daycare are adhered to.
- The address and telephone numbers of our Ofsted regional centre are:
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the Safeguarding Children procedures of our local authority.
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Area Safeguarding Children Committee to ensure a proper investigation of the complaint, followed by appropriate action.

### **Records**

- A record of complaints against our setting and/or the children and/or adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the Complaints File, which is available for parents and Ofsted inspectors on request.

# Confidentiality Policy

It is our intention to respect the privacy of children, parents and carers.

Working in partnership with you means we will have access to confidential information. Our aim is that it will only be used to enhance the welfare of the children in our care.

## CHILDREN'S RECORDS

Include registration and admission forms, signed consent form, correspondence regarding the child and family, reports or minutes from meetings regarding the child, contact sheets that outline interaction or information relevant to recall or as an index to other paperwork included in the file. Monthly summaries and developmental documents and observations, these working papers ensure individuality for your child and are accessible to Key Staff and Managers.

Sections six in the file contains any sensitive family history such as Court Injections and Safeguarding records. These are only available to the child's Key Worker, the Safeguarding children's named Officer and the Manager.

## WHERE ARE RECORDS STORED

They are stored in a lockable cabinet in your child's room; staff requesting the key from a Manager in the Centre's General Office can only open the cabinet.

Parents/carers have access to their own information in accordance to 'Data Protection Act 1998'. To ensure what is recorded is fair and accurate; copies of the original document can be made available on request.

## MONTHLY SUMMARIES

Transfer summaries and individual education plans will be given to you as standard.

## ACCESS TO FILES

- Place a request in writing to the Manager.
- We will provide access within 14 days.
- The Manager of Deputy will prepare the file for viewing.
- Third parties are written to; stating a request for disclosure has been applied for.
- Third parties include all family members who may be referred to in the file.
- Workers from other Agencies i.e. Health, Social Services, Education etc. These parties will usually refuse permission and will direct the requester to go direct to them.
- The 'Clean Copy' is what is left, information recorded solely by the Children's Centre.
- The 'Clean Copy' is the basis for an arranged meeting of discussion. The file will never be given direct to the requester, it will be gone through by the Manager/Deputy that it can be explained properly.
- We reserve the right to seek Legal advice before sharing a file.

## WEB BASED INFORMATION

Sandringham Enterprise Centre uses the tightest security methods delivered by its web partner Thirdsectorweb. Processing and access information always has the protection of passwords and valid identification.

No confidential information is ever stored on the web in our facilities.

## PHOTOGRAPHIC/VIDEO IMAGES

Images of children will not be stored on the centre computer networks.

Parents/carers signatures will be requested on registration for permission to take pictures or record images of the child.

## STAFF AND CONFIDENTIALITY

Staff will not discuss personal information given by parents with other staff. They will not judge on life style. Staff induction includes the awareness of the importance of confidentiality in the role of all staff.

Breach of confidentiality policy is considered as staff misconduct in the staff disciplinary procedures.

Sandringham Enterprise Centre has been placed in a position of trust and professionalism by all users and stakeholders, it is an expectation that this confidentiality policy be adhered to. That contents not enclosed in this document that are of a confidential matter be regarded covered by default.

## Curriculum Development Statement

The Sandringham Enterprise Centre sets out to assist all children attending to attain their maximum potential within their perceived capabilities.

An individual record of children's development is maintained, showing their abilities, progress rate and areas needing further staff assistance.

The staff are very aware of the importance of the correct play environment for the child, so they may develop good social skills and an appreciation of all aspects of this country's multicultural society.

Planning of the learning experience by the staff is further designed to ensure, as far as practical, equality of opportunity between all children.

# Equal Opportunities

## STATEMENT OF INTENT

The Sandringham Enterprise Centre takes great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or child.

There is no allowance made for discrimination on the grounds of sex, race, religion, colour, creed, marital status, ethnic or national origin or political belief.

Should any person believe that this policy is not being totally complied with, it is their duty to bring the matter to the attention of the Head Teacher at the earliest opportunity.

Our team of staff are committed to:

1. Encouraging positive role models, displayed through toys, imaginary play and activities that promote non-stereotyped images. Books will be selected to promote such images of men and women, boys and girls.
2. Encouraging children to join in activities, i.e. dressing up, shop, home corner, dolls, climbing on large apparatus, bikes etc.
3. Regularly review childcare practice to ensure the policy is effective.
4. The Sandringham Enterprise Centre operates totally inclusively, making provision available to enable children with disabilities to be able to play an active role.

No child will be discriminated against on the grounds of sex, race, religion, colour or creed. Wherever possible, those designated disabled or disadvantaged will be considered a place, taking into account their individual circumstances and the ability of The Sandringham Enterprise Centre to provide the necessary standard of care.

We will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

We will strive to promote equal access to services and projects by taking practical steps such as ensuring access to disabled people and producing material in relevant languages and media.

## RECRUITMENT

We will strive by recruitment to ensure that the staff levels reflect the community it serves.

All vacancies will be advertised as widely as budgets allow.

Every effort will be made to ensure a representative balance on the selection groups and all members of the group will be committed to Equal Opportunities practice as set out in this policy.

Candidates will be given the opportunity to discuss the reasons why they were not successful.

## STAFF

Staff will be expected to co-operate with the implementation, monitoring and improvement of this and other policies.

All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds as specified in the Statement of Intent.

All staff will be expected to participate in Equal Opportunities training.

## Equality & Diversity Policy

### AIM

We aim to:

- Provide a secure environment in which all our children can flourish and in which all contributions are valued;
- Recognise and celebrate our rich and diverse centre population;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Make inclusion a thread that runs through all of the activities of the setting.

The legal framework for this policy is...(including any additional legislation post – print...):

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 1989;
- Special Educational Needs and Disability Act 2001.

## METHODS

### *Admissions*

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our Admissions Policy on a fair system.
- We ensure that all parents are made aware of our Equal Opportunities Policy through our starting booklet – when published.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a traveling community or an asylum seeker.
- We do not discriminate against or refuse a child entry to our setting because of any disability.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, name-calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest matter.

### *Employment*

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community.



- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### *Training*

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

### *Curriculum*

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

We do this by:

- Making children feel valued and good about themselves;
- Ensuring that children have equality of access to learning;
- Recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- Positively reflecting the widest possible range of communities in the choice of resources;
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- Celebrating a range of festivals;
- Creating an environment of mutual respect and tolerance;

- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

#### *Valuing diversity in families*

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

#### *Food*

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

#### *Meetings*

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

# Equipment & Resources Policy

## AIM

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

## METHODS

In order to achieve this aim we:

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

## Food and Drink Policy

### Statement of intent

Our setting regards snack and meal times as an important part of the setting's session/day. Eating represents a social time for children and adults and helps children to learn about healthy eating.

### AIM

At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

### METHODS

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies.
- We record information about each child's dietary needs in her/his green registration form, completed with or by the parents. Parents are asked to confirm or amend this information when the child begins.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them, although this is not where parents can see them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We plan rotating menus in advance, involving children and parents in the planning.
- We display the rotating menu meals/snacks for the information of parents.
- We provide nutritious food at all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- In our rotations we include a variety of foods from the four main food groups:
  - Meat, fish and protein alternatives;
  - Dairy foods;
  - Grains, cereals and starch vegetables;
  - Fruit and vegetables.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.

- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups, to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We provide a vegetarian alternative on days when meat or fish are offered.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meals and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session/day.
- In accordance with parents' wishes, we offer children arriving early in the morning – and/or staying late – an appropriate meal or snack.
- We inform parents who provide food for their children about the storage facilities available in the setting.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we have rules about children sharing and swapping their food with one another.
- For children under the age of 5 who drink milk, we provide whole pasteurised milk. Children over the age of 5 will be given semi-skimmed milk.

### *Packed lunches*

If children are required to bring packed lunches we:

- Ensure perishable contents of packed lunches are refrigerated;
- Inform parents of our policy on healthy eating through Healthy Lunchboxes leaflets;
- Inform parents that we have no facilities to microwave cooked food brought from home;

- Encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt or crème fraiche (petit filou) where we can only provide cold food from home. We discourage sweet drinks and can provide children with water or diluted fresh fruit juice;
- Discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
- Provide children bringing packed lunches with plates and cups and cutlery;
- Ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.

## Good Relationships & Health Policy

### Definitions

Relationships (and health for the purposes of this policy) are defined as:

“Lifelong learning about physical, moral, emotional and health development embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.”

The term ‘drug’ is defined as:

“Any substance which affects the way in which the body functions physically, emotionally or mentally and includes tobacco, alcohol, solvents, over-the-counter and prescribed medicines as well as illicit substances.”

At Sandringham Enterprise Centre this policy will encompass our approach to drugs education as well as sex and relationships.

### AIMS

Through its **Attitudes and Values** Good Relationships and Health aims:

- To develop an understanding of the value of family life and loving relationships;

- To develop respect for oneself and others; loving and being loved and caring for oneself and others;
- To learn about moral dilemma;
- Develop thinking skills as part of decision making.

Through its **Personal and Social Skills** it will:

- Strengthen self-esteem and self confidence through learning to be aware of and begin to manage emotions and relationships confidently and sensitively and know how to make unbiased decisions.
- Develop the skills of choice and a developing awareness of consequences.

Through its **Knowledge and Understanding** it will:

Begin to enable the children to:

- Learn and understand about physical development
- Acknowledge family diversity
- Increase awareness of healthier and safer lifestyles
- Develop good relationships and awareness and respect for differences between people.

## Monitoring

This policy will be reviewed regularly by governors. Relationships and Good Health education will be reviewed annually by staff through the Personal, Social and Emotional Curriculum Review and as part of on-going curriculum evaluation.

## Teaching Methods (...if relevant to the setting)

Staff will need to be aware of the ethnicity of the children and the religious and cultural diversity within the setting. Policies on SEN and Equal Opportunities focus on inclusion and curriculum plans will include celebration by all children of a range of religious and cultural festivals. The rules and our approach to discipline underpin the value we place on developing good relationships and respect for each other. We present opportunities for direct teaching, discussion and reflection on growth and the cycles of life, healthy eating, the importance of exercise and keeping safe.

Staff will remain unbiased and not let their personal beliefs and attitudes influence the relationships and Good Health education programme.

Sensitive issues will be brought to the Centre Manager's attention and dealt with appropriately.

## Working with Parents and the Community

Sandringham Enterprise Centre will always seek to work in partnership with parents by:

- Having opportunities to comment on and review all policies
- Being aware of curriculum plans
- 

The Centre will liaise with health professionals as appropriate.

## Resources

Storybooks are a useful resource (we will develop a book list).

Puppets and pictures provide a 'step back' approach.

Food tasting (follow H & S guidelines) and cooking provide a hands-on experience of other cultures (and take into account the food laws relating to religious beliefs of each culture).

## Reference Material

This policy was drawn up with reference to:

- Sex, Relationships Education. CSF, HCC August 2003
- Protective Behaviours documentation, Protective Behaviours UK
- Curriculum Guidance for the Foundation Stage, DfEE 2000
- School Policies – Equal Opportunities, SEN
- Minority, Ethnic Curriculum Support Service



## **Late/Uncollected Child Policy**

If a child has not been collected at the agreed time as stated on the center's contact of agreement or by our closing of 6:00pm and we have not had any contact from the parent/carer the following steps will be taken:

- Staff on duty will check with the management team that collection arrangements have not been changed on this occasion.
- Staff will telephone the parents/carers daytime contact numbers phone. If unsuccessful then the emergency contact number will be called.

### **ALL CHILDREN MUST HAVE AN EMERGENCY CONTACT NUMBER**

- If the emergency contact number is unavailable staff will phone 020 8496 3000 and ask to be connected to the Emergency Duty Social Work Team.
- Staff will explain the circumstances and give them the child's details.
- If the situation necessitates the child being taken home by the Social worker or being received into care temporarily, the parents/carers will continue to be contacted by phone by Social Worker.

## LOST CHILD POLICY

There are a limited number of situations where a child could be lost and these are: -

- Where a child wanders off on an outing – See Policy on Outings.
- Where a child escapes from the garden/play area.
- Where an unapproved adult takes a child from the provision.

As the safety of the children is paramount, great care must be taken to try and ensure that this policy does not need to be enforced.

**Should a child become lost the following action should be taken: -**

- Immediately alert the member of staff in charge who will make enquiries of relevant members of staff as to when the child was last seen and where.
- Remember the safety of the other children, with regard to supervision and security and staffing ratios.
- Ensuring that the remaining children are sufficiently supervised and secure, remaining staff should search the building, garden and immediate vicinity.
- If the child cannot be found within twenty minutes then the parents/carers or emergency contact and the police must be informed.
- Continue to search, opening up the area, keeping in touch with mobile phone if available.
- Assist the police as required.
- Playleader must record the incident in the accident/incident book.

When the situation has been resolved members of staff should review the reasons for it happening and ensure measures are taken to ensure that it does not happen again. A report must then be given in writing to Chair ASAP. In the case of groups regulated by Ofsted, a written report should be submitted.

**Should a child go missing on the way back to the provision**

- The member of staff who notices should notify the rest of the team.
- A Play Carer must retrace their steps back to the collection point, making enquiries of people as they go.
- If a search of the area is unsuccessful then the steps above must be followed.

### **If a child goes missing from the provision or during an outing**

- The staff member who notices the child is missing must inform all other staff.
- A Play Carer should proceed to the delegated meeting point (If on an outing) to check if the child has made his/her way there.
- A thorough search of the area should be carried out alerting any other onsite staff or security staff along the way.
- If the child is not located the steps above must be followed.

## **Manual Handling Techniques**

As it is not possible to eliminate manual handling altogether, correct handling techniques must be followed to minimize the risks of injury. The techniques outlines below should be followed at home as well as at work.

### **Preventing Injuries**

As with other health and safety issues, the most effective method of prevention is to eliminate the hazard – in this case, to remove the need to carry out hazardous manual handling. For example; it may be possible to re-design the workplace so that items do not need to be moved from one area to another.

Where manual handling tasks cannot be avoided, they must be assessed. This involves examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

## **Medication Policy**

Only prescribed medication will be administered.

If a parent/carer uses an herbalist or Homeopathic practitioner and they prescribe medication it must be labeled clearly and it is the parent/carers responsibility if the child suffers from side effects from the medication.

When medication is brought in, ensure that the parent/carer signs the form to give their permission for it to be administered.

Inform the Centre Manager/Deputy Centre Manager when a child is on medication.

Note the date, name and date of birth of the child, the name of medication and prescribed dosage, and the time to be administered on the 'Home Agreement' form. Check all these details from the prescribed label.

Medication must be stored in the locked medicine cabinet in the office, or in the fridge in the staff room.

When medication is given the person administering it must sign the form and the parent must sign the form at the end of the day to ensure correct medication and dosage has been administered.

It is preferable for medication to be administered at home by the child's parent/carer. Only if the frequency of prescribed doses does not permit this, should it be administered here.

## **Offsite Visits Policy**

### **Introduction**

Visits are an essential part of a child's development, helping them to learn about assessing and managing risk, and to gain broader understanding of the curriculum. They also build self-esteem and allow children to experience a range of normal social experiences.

This policy outlines Sandringham Enterprise Centre's arrangements for organising visits for children. The policy is supplemented by the following guidance for use by those involved in the organization of visits:

- Guidance for Organisers of Visits for Children (HCC 2003)
- Guidance for Group Leaders (HCC 2003)

The guidance, forms and sources of further information can be found in the *Offsite Visits Manual*.

This policy is concerned with issues of safety and supervision and must always be considered alongside the guidance documents that relate to such events.

## 1. Legal Framework

This policy outlines the responsibilities of those involved in the organisation of visits, standards of competence and the arrangements for assessing risk and implementing suitable control measures.

Staff involved with organising or supervising visits also have a legal duty to take reasonable care of their own and others health and safety.

## 2. Responsibilities

The trustee body will:

- Ensure that the Centre is following the policy and guidance on visits
- Check that those organising visits have the required level of competence for the type of visit.

It is not expected that governors should check arrangements for every visit.

The Centre Manager will ensure:

- The Centre complies with the Local Authority Policy and associated guidelines on establishment visits and other relevance policy documents (e.g. those covering use of minibuses, critical incidents, etc).
- That they, and other staff involved in organising or supervising the visit have the required level of competence.
- Sufficient time and resources are allocated to meeting identified training needs, including attendance at courses run by CSF.
- A full risk assessment has been carried out and suitable control measures are in place. This should be based on a knowledge of the location/centre where the activity will take place.
- Child protection procedures are in place.

- All necessary actions have been completed before the visit begins.
- Suitable emergency arrangements are in place, including ensuring a contact with the authority to make decisions available at all times.
- Visits are monitored and evaluated, to inform operation of future visits, future training needs, etc.
- Ensure that visits are formally approved by completing form OV 1 or OV 3 (part E Offsite Visits Handbook).

Staff must:

Do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the circumstances. They should:

- Follow appropriate instructions or guidance from the Head Teacher and help with control and discipline.
- 
- Notify the Centre Manager, or where appropriate, stop the visit or activity if they think the risk to the health and safety of the children in their charge is unacceptable.

Adult volunteers, children and parents/carers should also be made aware of their responsibilities during visits.

### **3. Categories of Visit and Authorisation**

All visits must be authorised by the Centre Manager and/or trustees.

For the purpose of this policy and associated guidance visits have been classified into 3 levels. (Level 2 and 3 activities are not suitable for Nursery children). The following table outlines the levels, authorisation and training requirement for the organisation of Level 1 visits.

See table below

LEVEL	Type of Visit (Examples)	Authorisation	Training required: manager & visits coordinator
1.	Activities that would not expose those taking part to greater risk than that experienced on a day to day basis. Regular visits of one day or less duration (swimming, theatre trips, environmental studies, etc)	Manager, single, annual authorisation	CSF Offsite Visits Management course
Further checks/monitoring			
<ul style="list-style-type: none"> <li>• Risk assessment to be reviewed annually by Group Leader</li> <li>• Visit organisation to be checked by Managers annually using Level 1 audit checklist (Form OV 1)</li> </ul>			

## 4. Training and Competence

At least two senior members of staff must attend the CF Offsite Visits Management Course

Those leading and organising or supervising visits must be competent to do so. The Manager or Visits Coordinator must assess competence, taking account of their staff's ability to lead, manage and control the children partaking in the visit. Competence on specific activities may also be necessary.

### Other areas

Staff competence in first aid may also be needed, depending on the activity. Volunteers will also require induction training prior to specific visits. Training requirements in these areas should be identified as part of the risk assessment process.

## 5. Risk Assessment

Risk assessment and risk management are legal requirements. For visits they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken to whether more should be done. The aim is to make sure no one gets hurt or becomes ill. The control measures should be understood by those involved.

Risk assessment will address special needs (e.g. educational, medical). The programme of a visit, as set out in the risk assessment and the consent form, should not be deviated from and should include details of emergency/contingency measure.

There are three levels of risk assessment for visits:

**Generic:** apply to the activity wherever or whenever it takes place. The information provided in this policy and associated guidance is based on generic risk assessment.

**Visit/Site specific:** will differ from place to place and group to group. Those organising visits are responsible for carrying out visit/site specific risk assessments. The Centre Manager will ensure an adequate risk assessment is carried out.

For Level 1 visits, it will be sufficient to carry out a single assessment to cover several visits, however, it should be reviewed annually.

**Ongoing:** the whole staff should reassess risks while the visit is taking place, making judgments and decisions as the needs arise.

In addition to the above, **individual risk assessment** of children whose vulnerability, behaviour or other factors may put them or others at greater risk will be carried out.

## 6. Monitoring and Review

The Head Teacher will:

- Use the Level 1 Visits Audit Checklist and Approval to carry out an annual check on arrangements for Level 1 visits.
- Ensure that risk assessments for regular visits are reviewed at least annually.
- Pass on concerns following a review to the Offsite Visits Panel at CSF.

The governing body will:



- Review the Centre's procedures for visits to ensure they comply with the policy. This may include checking paperwork during inspections and/or requesting annual reports from the Visits Coordinator or Centre Manager.

## 7. Emergencies

Emergency procedures will be incorporated into the visit plan. This will include nominating someone as an emergency contact at establishment level and linking into the Council's existing critical incident procedures.

**The Centre Manager** would usually take charge in an emergency and will need to ensure that emergency procedures are in place and that back up cover is arranged.

In the event of notification of an emergency:

In situations where the media may become involved advice should be sought from the Chair as quickly as possible. Where appropriate, a press officer will be allocated to respond to media enquires and produce a press release.

## 8. Insurance

The Centre Manager will ensure that the Centre has taken out the county offsite visits insurance.

## 9. Supervision and Child Protection

The Centre Manager will ensure that supervision levels for the visit are adequate. Taking account of the nature and age of the group, proposed activities, child protection arrangements and any individual care plans, risk assessment may identify that a higher level of supervision is appropriate.

# Parental Involvement Policy

We believe that children benefit most from early year's education and care when parents and settings work together in partnership.

## **AIM**

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

## **METHODS**

In order to fulfill these aims we:

- Are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- Inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them;
- Encourage and support parents to play an active part in the governance and management of the setting;
- Inform all parents on a regular basis about their children's progress:
- Involve parents in the shared record keeping about their children – either formally or informally – and ensure parents have access to their children's written developmental records;
- Provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting;

- Inform parents about relevant conferences, workshops and training;
- Consult with parents about the times of meetings to avoid excluding anyone;
- Provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language;
- Hold meetings in venues that are accessible and appropriate for all;
- Welcome the contributions of parents, in whatever form these may take;
- Inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure;
- Provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

In compliance with National Standard 12, the following documentation is in place:

- Admissions policy;
- Complaints procedure;
- Record of complaints;
- Activities provided for children

## **Personnel**

Policies in respect of personnel are governed by the following:

- The best interests of the children, their welfare, care and development.
- The requirements of National Standards and OFSTED.

- Compatibility between all members of staff and the building of a good team spirit.
- Consideration of the advancement of each member of staff, both by internal and external training to help them achieve their maximum potential.
- Equal pay for work of equal value.
- Compliance with the current legislation.
- The provision of a job description for each member of staff.
- The provision of a statement of terms and conditions for each member of staff.
- When recruiting members of staff the applicant should be made aware of the policies and procedures, especially those relating to discrimination.
- Prior to commencement of employment, the successful applicant shall be provided with an offer letter (conditional on Criminal Record Bureau clearance) with the job description and induction procedure.
- Harassment of any member of staff that can be classed as sexual or racial will not be acceptable. This includes unwanted verbal or physical advances – the key factor in assessing harassment is whether it is unwanted.

## **Policy for Preventing and Dealing with Racist Incidents**

We believe that children benefit most from early year's education and care when parents and settings work together in partnership.

### **AIM**

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

### **METHODS**

In order to fulfill these aims we:

- Are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;

- Inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them;
- Encourage and support parents to play an active part in the governance and management of the setting;
- Inform all parents on a regular basis about their children's progress;
- Involve parents in the shared record keeping about their children – either formally or informally – and ensure parents have access to their children's written developmental records;
- Provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting;
- Inform parents about relevant conferences, workshops and training;
- Consult with parents about the times of meetings to avoid excluding anyone;
- Provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language;
- Hold meetings in venues that are accessible and appropriate for all;
- Welcome the contributions of parents, in whatever form these may take;
- Inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure;
- Provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

In compliance with National Standard 12, the following documentation is in place:

- Admissions policy;
- Complaints procedure;

- Record of complaints;
- Activities provided for children

## **No Smoking Policy**

We operate a no smoking policy within its buildings and grounds.

Any staff accompanying children outside are not permitted to smoke.

## **Non-Collection of Children Policy**

### **Statement of Intent**

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practice agreed procedures. These ensure that the child is cared for safely by an experienced and qualified practitioner who is known to the child.

### **AIM**

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

### **METHODS**

- Parents of children starting at the setting are asked to provide specific information which is recorded on our Registration Form, including:

- Home address and telephone number – if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative;
  - Place of work, address and telephone number (if applicable);
  - Mobile telephone number (if applicable);
  - Names, addresses and telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a child minder or grandparent;
  - Information about any person who does not have legal access to the child;
  - Who has parental responsibility for the child.
- Parents are regularly asked (termly) to update their contact information and staff will ask parents for up-dated information if they know that there have been changes, such as moving house.
  - On occasions when parents are aware that they will not be at home or in their usual place of work, they inform staff.
  - On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they will inform staff of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
  - Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that – in the event that their children are not collected from the setting by an authorised adult and the staff can no longer supervise the child on our premises – we apply our child protection procedures as set out in our Child Protection Policy.
  - If a child is not collected at the end of the session/day, we follow the following procedures:
    - If no information is available, parents/carers are contacted at home or at work.

- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting – and whose telephone numbers are recorded on the Registration Form – are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child can be put in the After-school Club, if appropriate.
- The child does not leave the premises with anyone other than those named on the Registration Form or by other arrangement directly with the parent.
- If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for Uncollected Children.
- We contact our local authority social services department.
- The child stays at the setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social worker.
- Social services will aim to find the parent or relative. If they are unable to do so, the child will be admitted into the care of the local authority.
- Under no circumstances are staff to go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed (telephone number 08456 404040).



## RULES OF PAYMENT

### SANDRINGHAM ENTERPRISE CENTRE

We charge 48 weeks per financial year (April-March).

IF THERE ARE ANY CHANGES OF FEES, YOU WILL BE NOTIFIED IN WRITING AND GIVEN A NOTICE PERIOD OF AT LEAST ONE MONTH.

Our Centre will be closed two days for Staff Training which will incur fees. The dates of these training days will be given to you in writing 4-6 weeks in advance.

Any Public Holidays, your holidays, sickness or occasional days off will incur fees, whether your child attends the Centre or not.

If you are planning a long-term holiday, we must be notified and fees paid in advance to ensure your child's place is kept.

All payments must be made in advance on a Monday morning, or the first day of your child's agreed attendance by Standing Order. Cash/cheques will only be accepted in special circumstances. All Standing Orders must be paid on the 1<sup>st</sup> of each month. Cheques to be payable to: Sandringham Enterprise Centre. If you are late in paying your fees you may incur a charge of £10 per week at the discretion of the Trustees.

Arrears and persistent late collection of your child from the Centre may lead to your child losing his/her place.

Admission of the child is at the discretion of the Centre Manager, if there are serious concerns about the child's health, or a risk of infection to others.

We require one month's written notice when your child's place is to be terminated to avoid fees being collected for the same period.