



North

Yorkshire County Council

Children and Young People's Service

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North Yorkshire County Council's Children and Young People's Service have devised a guide to enable you to develop suitable policies and procedures for your setting.

It is always advisable to develop a set of policies for whichever type of early years' childcare provision you are undertaking. This is in order for everyone involved to be fully aware of your procedures so that if a situation arose everyone would be confident in their knowledge of what appropriate steps would need to be taken. Ensuring that parents are aware of your policies will help them make an informed choice about the childcare they choose.

In order for the policies to be personal to your provision this guide has been devised in the form of questions. As you think about your responses to the questions you will be able to develop a comprehensive policy that is completely individual for your setting.

We have provided you with guidance for a wide range of policies and procedures in this document and you should decide which of these are relevant to your provision – you may not wish to include them all. The guidance has been developed to support all early years' provision, although adjustments may need to be made accordingly.

If you would like any further advice please feel welcome to contact a Childcare Sufficiency Support Officer (CSSO) who will gladly assist you further. The Families Information Service (telephone number 0845 6011 630), will be able to provide you with contact details for the CSSO within your area.



North Yorkshire  
Children's Trust

## Childcare Policies and Procedures

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## Introduction

This guidance aims to support you in developing a comprehensive set of policies and procedures which are unique to your provision and support you in delivering the Early Years Foundation Stage and improving outcomes for children.

As a childcare provider, your policies and procedures are an integral part of your daily routine. They should form an accurate reflection of your practice and the ethos within your setting. Anyone reading your policies therefore should be able to gain a strong impression of your setting.

For this reason, and to ensure that the whole team take ownership of the provisions' policies, they should wherever possible be written and reviewed as a team. You should also try to include the views of the parents and children who use your provision, ensuring that everyone involved is aware of the ethos and beliefs.

Your policies should each consist of:

- **Overall aim** - This should be an overarching statement that identifies the aim of your policy. Think about the reason why you are putting this policy in place. You could link it to the EYFS Themes and commitments or the five outcomes of Every Child Matters
- **Specific objectives/statements** – Your objectives are the smaller aims that will help you to meet your overall aim
- **Procedures** – The steps that you will actually take to meet your objectives and deliver your overall aim

For instance:

- **Overall aim** – To build a dream house
- **Specific objectives/statements** – Buy some land by a lake, design a house, gain planning permission
- **Procedures** – Search for properties for sale online, go and visit properties, put in an offer on a suitable property etc

It should also include:

- **References to other policies** - Most policies will link to other policies that you have written. For instance, a policy on Partnership with Parents will link to a policy on the Key Person. It is important to name these linked policies so that parents and staff know where to look for related information. It is also helpful when you are reviewing your policies as it directs you to related policies which may also need to be reviewed to ensure consistency
- **Policy monitoring and evaluation information** – Who is responsible for monitoring this policy – ensuring it is implemented and evaluating its effectiveness? How is this done and how often? For instance, staff meetings, parent questionnaires, accident records
- **Review date** – When was this policy adopted or last reviewed? When will this policy be reviewed/evaluated next? Policies should be reviewed on an annual basis at least, but as a working document they can be reviewed at any point in between
- **Useful websites** – For some policies you may be able to list some useful websites, although this may not be relevant on all policies
- **Signature** – It is important that the whole team sign your policies to show that they have read and understood them. If you have a large staff team then you may choose to use the back of each policy or a separate form which clearly states its purpose. Staff should read and sign the policies each time they are reviewed and the date with the signature should evidence this

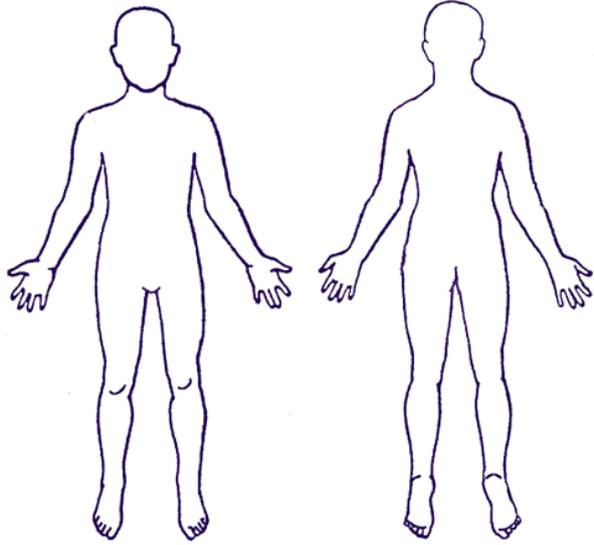
## **Glossary**

Throughout this document we make reference to:

<b>EAL</b>	English as an additional language
<b>EYFS</b>	Early Years Foundation Stage including the Statutory Framework, Practice Guidance and Principles into Practice cards.
<b>Parent</b>	Any individual with parental responsibility for a child or anyone who has care of a child
<b>Early year's provider</b>	This is any person or group setting providing early year's childcare
<b>Early years provision/setting</b>	The place in which children are cared for, whether in a pre- school, nursery, childminders home or out of school club/holiday club
<b>SEND</b>	Special Educational Needs & Disabilities
<b>SENCo</b>	Special Educational Needs Co-ordinator
<b>Staff</b>	Staff, childminder assistants, volunteers, students, committee members (where appropriate)

Name of Policy:	<b>Accident policy</b>
Overall Aim	<p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• To clarify our procedure for dealing with accidents that occur in the setting, including how we share information with parents</li> </ul>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to the Statutory Framework for the Early Years Foundation Stage page 22, for specific legal requirements and statutory guidance on illnesses and injuries.</i></p> <p>Child accidents</p> <ul style="list-style-type: none"> <li>• How are these recorded? Copy for parent? Who are they signed by?</li> <li>• How/when do you inform parents? Are there any circumstances when this may differ? E.g. head bump, needing hospital treatment</li> </ul> <p>Accidents at home</p> <ul style="list-style-type: none"> <li>• What is your procedure for accidents at home?</li> <li>• If a child arrives at your provision with an obvious injury, do you record this? Ask the parent about it?</li> </ul> <p>Staff/visitors</p> <ul style="list-style-type: none"> <li>• How/where do you record accidents involving staff or visitors?</li> </ul> <p>First aid</p> <ul style="list-style-type: none"> <li>• How do you ensure that there is always a member of staff with an appropriate First Aid qualification on duty?</li> <li>• Up to date knowledge?</li> </ul> <p>Serious accidents or incidents</p> <ul style="list-style-type: none"> <li>• How would these be recorded?</li> <li>• Procedure - for example first aider assessment, call 999, call parent</li> <li>• Who would you report this to? E.g. RIDDOR, Ofsted, Environmental Health. Include important telephone numbers.</li> </ul>

	<p>Monitoring accidents</p> <ul style="list-style-type: none"> <li>• Do you monitor accidents that occur in the setting to help identify any areas or activity that might pose a danger?</li> <li>• If you identified a recurring accident, what would you do? For instance, risk assessment</li> <li>• To ensure that you have an accurate record of all accidents that have happened within the provision, all accident forms should be numbered consecutively. This will ensure that all forms can be traced within a timeline</li> </ul> <p>Near misses</p> <ul style="list-style-type: none"> <li>• You should also record 'near misses' – in other words, if something happens that could have resulted in an accident. Examples of near misses might be a shelf falling off the wall or a piece of furniture toppling over</li> </ul>
Useful websites	<p><a href="http://www.hse.gov.uk/riddor">http://www.hse.gov.uk/riddor</a></p>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Health and Safety policy</li> <li>• Safeguarding children policy</li> </ul>

<b>Child Accident Record - Example</b>		<b>Accident No:</b>
Child's name		Child's date of birth
Date of accident		Time of accident
Where did the accident happen?		
Description of accident		
Please mark where the injury was and then describe the injury below		
Action taken (e.g. cold compress, telephoned parent):		
Name of first aider in attendance:		
<b>Witness / person completing form</b>	<b>Parent / person collecting child</b>	
Name:	Name:	
Signature:	Signature:	
Date:	Date:	

Name of Policy:	<b>Administration of medication</b>
Overall Aim	<p><i>For example:</i> To clarify our procedures for administering and storing medicines</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to the Statutory Framework for the Early Years Foundation Stage, page 21-22 for specific legal requirements and statutory guidance on medicines. You should also refer to the NYCC document “<b>Managing the health care needs of children and young people</b>”</i></p> <p><b>Administering medicine</b></p> <ul style="list-style-type: none"> <li>• Who will be the named member of staff assigned to administer medicine? Consider all times, situations and training?</li> <li>• Where, when and how will medicine be administered?</li> <li>• How will written consent be gained from the parent?</li> <li>• What information will be collected from a parent before administering medicine? E.g. Dosage last given and time, permission to administer medicine</li> <li>• How will the administration be recorded and how will you pass this information to parents?</li> <li>• What will you do if a child refuses to take medicine? - and how/when will you share this with parents?</li> <li>• If a child administers their own medicine, how will you supervise and record this? Do you have consent for self medicating?</li> <li>• What if a child needs specialist medical care? Will you seek training from a health professional?</li> </ul> <p><b>Storage of Medicines</b></p> <ul style="list-style-type: none"> <li>• How and where will medication be stored? - Can medicines be easily accessed? All medicines should be kept in a locked box, unless storage in a fridge is required, and only named individuals should have access. How will you store emergency medication such as epi-pens? - What medicines will you administer? - What medicines will you not administer?</li> <li>• In what circumstances would medication be made available to the child, and how will you ensure that other children don't have access to someone else's medication?</li> <li>• Staff medicines – these should also be locked away, out of reach of the children</li> </ul>

	<p><b>Hygiene and Infection Control</b></p> <ul style="list-style-type: none"> <li>• What measures have you in place to ensure utmost hygiene and effective infection control is in place at all times?</li> </ul> <p><b>Emergency Procedures</b></p> <p>How will you deal with emergencies?</p> <ul style="list-style-type: none"> <li>• Child awareness of emergencies</li> <li>• Clear visual instructions for emergency services</li> <li>• Contingency plans if a child needs to go to hospital <ul style="list-style-type: none"> <li>○ Who will take them?</li> <li>○ How will they get there?</li> </ul> </li> </ul> <p><b>Disposal of Medicine</b></p> <ul style="list-style-type: none"> <li>• How will you dispose safely of unused and empty medication? E.g. needles, epi-pens, sharps, out of date medication should be returned to the pharmacy.</li> <li>• Medication stored at the provision - when and how will it be checked?</li> </ul> <p><b>Record Keeping</b></p> <ul style="list-style-type: none"> <li>• A record should be kept of all medicines that have been stored on the premises</li> <li>• How long are records kept for? Do you have a medicine audit procedure to ensure information has been correctly recorded?</li> </ul> <p><b>Home to School Transport</b> – refer to transport policy. What emergency procedures need to be considered? Make sure insurance covers liability administration of medicine.</p>
Useful websites	<p><a href="http://www.nhs.uk">www.nhs.uk</a> <a href="http://www.hse.gov.uk">www.hse.gov.uk</a> <a href="http://www.dh.gov.uk">www.dh.gov.uk</a>  <a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a> <a href="http://www.education.gov.uk">www.education.gov.uk</a></p>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Transport and Outings Policy</li> <li>• Health and Safety Policy</li> <li>• Key person policy</li> </ul>

Name of Policy:	<b>Admissions policy</b>
Overall Aim	<p><i>For example:</i> We are committed to providing a fair and inclusive service which is open to all. Admissions will always follow the priorities laid out in this policy.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to the Statutory Framework for the Early Years Foundation Stage, page 26,27 for specific legal requirements and statutory guidance on documentation</i></p> <p>What is your specific criterion on admissions?</p> <ul style="list-style-type: none"> <li>• Consider age / locality / catchment areas / siblings / referred child / individual needs.</li> </ul> <p>How do you prioritise your places in times when waiting lists are in operation?</p> <ul style="list-style-type: none"> <li>• Consider registration limitations / priorities for waiting lists / keeping parents up to date.</li> </ul> <p>How do you share information about how you will admit children?</p> <ul style="list-style-type: none"> <li>• Consider how you market your services. Are you using inclusive marketing channels?</li> </ul> <p>What information is given to, and obtained from, parents, carers and / or the child on admission to your setting?</p> <ul style="list-style-type: none"> <li>• Consider all documentation that you want parents to complete e.g. Contract / registration form, general consent forms such as taking photographs, sharing information with other carers etc</li> <li>• Parental consent form for the setting to seek medical advice and treatment for children in an emergency</li> <li>• What information do you give to parents? E.g. policies and procedures, EYFS information</li> </ul> <p>How do you review your admissions policy to ensure that you are not accidentally discriminating, and that you are meeting the needs of your local community?</p> <p>How do you obtain information from previous care providers and how do you make use of this information?</p>

These are questions which are asked of practitioners under the Children's Act regulations and The Early Years Foundation Stage which states that practitioners must keep personal records of each child. This personal information on children, families and staff needs to be kept secure to ensure privacy and confidentiality, whilst still being accessible.

The welfare, safety and protection of children are paramount for everyone who works with children and young people. The registered person and staff should recognise that as part of their responsibilities towards those in their care they need to collect and store a wide range of information on children and families.

Every setting needs to review their admission documentation to ensure that they have gathered information from parents or carers in accordance with recommendations from the North Yorkshire Safeguarding Children Board. This information will help to ensure that there are no gaps in children's life histories and will therefore lead to better safety and protection of children.

Although those with parental responsibility may choose not to share this information with settings, by including these questions on admission forms, practitioners can demonstrate that they have requested this information from the parents or carers.

**A statement that settings can include at the beginning of the admission form:**

The relationship between a child's parents and a setting is crucial to the child's well being. The welfare, safety and protection of your child are at the heart of everything we do. To enable us to make the best provision for your child we are officially required to ask for information to be provided to us. Please understand that there are sound reasons why we are required to ask these questions. We want to help your child to keep safe, it is not just that we are being curious. Thank you for your co-operation.

**Questions which should form part of an admission form:**

- Current full name of child
- Date of birth
- Any previous names and 'also known as'
- Current address
- Any previous addresses
- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details
- Name and contact details of G.P.
- Details of any persons authorised to collect the child from setting (if different from above)
- Names and roles of any professionals who have contact with the child/family and their contact details
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.) Is there any information from these orders that our setting needs to be aware of which will help us to care for your child?
- If the child is subject to a Child Protection Plan
- Any other factors which may impact on the safety and welfare of the child
- Details of any previous settings the child has attended
- Details of any additional needs your child may have
- I give permission for staff to seek any records or evidence of any orders etc. including agreement for change of name, from a previous setting
- Signature of main carers

Is there any further information you would like to share with us which will assist us to make your child's stay with us a happy and positive time?

Useful websites	<a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a> <a href="http://www.education.gov.uk">www.education.gov.uk</a> <a href="http://www.safeguardingchildren.co.uk">www.safeguardingchildren.co.uk</a>
References to other relevant policies:	<ul style="list-style-type: none"><li>• Special educational needs and disabilities (SEND) policy</li><li>• Equal opportunities / Inclusion policy</li><li>• Promoting positive behaviour</li><li>• Complaints policy</li><li>• Partnership with parents</li><li>• Confidentiality policy</li><li>• Safeguarding children policy</li></ul>

Name of Policy:	<b>Adult interactions with children (language and communication)</b>
Overall Aim	<p><i>For example:</i> Communication is vitally important for us to build and maintain trusting, caring relationships with the children in our care. We want to ensure that everyone uses a consistent approach and recognises that interaction is more than a spoken word.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><b>Body Language</b></p> <ul style="list-style-type: none"> <li>• Importance of eye contact with children</li> <li>• Use of body posture and size i.e. do staff bring themselves to the child's level when speaking to them?</li> <li>• Knowledge and use of Makaton or other baby signs</li> </ul> <p><b>Talking</b></p> <ul style="list-style-type: none"> <li>• Do staff talk to children regularly using a wide vocabulary?</li> <li>• Do staff explain to children what they are doing?</li> <li>• Do staff communicate with children whilst doing everyday tasks?</li> <li>• Do staff model correct language and understand techniques for doing this?</li> <li>• Does planning highlight key words to be promoted and how are these shared with all staff?</li> <li>• Do staff use rhyming opportunities? When &amp; how?</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Do all staff have an awareness of how to use open ended questions?</li> <li>• Do staff understand how using open ended questions helps children learn; make decisions for themselves etc?</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• How do staff demonstrate they are listening to children?</li> <li>• Do staff leave sufficient pauses in their conversation?</li> </ul>

	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Do staff encourage writing for a purpose? E.g. using recipe cards or writing lists.</li> <li>• Are sufficient resources available throughout the setting?</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Do staff make use of picture signage to encourage communication with children?</li> <li>• Do you have communication friendly spaces, for all age groups, indoors and outdoors?</li> </ul>
Useful websites	<p><a href="http://www.literacytrust.org.uk/talktoyourbaby">www.literacytrust.org.uk/talktoyourbaby</a></p>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Learning and development</li> <li>• Key person policy</li> <li>• Promoting positive behaviour</li> </ul>

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Name of Policy:	<b>Bereavement policy</b>
Overall Aim	<p><i>For example:</i>  The setting aims to acknowledge young children's grief and is aware that children's grief may present itself differently to adults. The timescale may be longer for young children to come to terms with their grief and they may return to it at a later date as they gain an understanding of it. It is the right of every child at the setting to receive support through the grieving process.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<ul style="list-style-type: none"> <li>• Consider how you will approach the child's family or carers to learn more about how they have explained the death to the child.</li> <li>• How will the child's key person become involved in providing support?</li> <li>• If the child asks questions about death how are you going to answer these in an honest way?</li> <li>• How can you introduce the subject of bereavement to all the children in the setting?</li> <li>• What books and resources do you have available to share with the children and loan to families?</li> <li>• Do you hold contact information for support organisations? eg.  <a href="http://www.crusebereavementcare.org.uk">www.crusebereavementcare.org.uk</a>  <a href="http://www.childbereavement.org.uk">www.childbereavement.org.uk</a>  <a href="http://www.winstonswish.org.uk">www.winstonswish.org.uk</a>  consider opportunities for staff training?</li> </ul>
Useful websites	<a href="http://www.crusebereavementcare.org.uk">www.crusebereavementcare.org.uk</a> <a href="http://www.childbereavement.org.uk">www.childbereavement.org.uk</a> <a href="http://www.winstonswish.org.uk">www.winstonswish.org.uk</a>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Equal opportunities policy</li> <li>• Key person policy</li> <li>• Partnership with parents</li> </ul>

Name of Policy:	<b>Child collection/Lost child policy</b>
Overall Aim	<p><i>For example:</i> To ensure the safety of all children attending our setting, and to ensure that in the event of a child being uncollected or lost, that we have clear procedures to follow which prioritise the safety of the child.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p>A risk assessment of possible dangers could accompany this policy</p> <p><b>Child Collection</b></p> <ul style="list-style-type: none"> <li>• Note your procedures for knowing who will collect a child (include a statement on who is eligible to collect a child, including minimum age)</li> <li>• Procedure that you will follow in the event of person/s collecting child who appear to be under the influence of alcohol or drugs</li> <li>• If a parent is unable to collect a child and nominate someone else, think about how you will know they are the right person, for instance using a password, photograph or a PIN number</li> </ul> <p><b>Uncollected Child</b></p> <ul style="list-style-type: none"> <li>• Consider when/how long before a child is classed as uncollected</li> <li>• What will you do first? E.g. telephone main carers</li> <li>• Do you have alternative numbers or people to contact?</li> <li>• Consider how long these procedures will continue before it becomes a safeguarding issue. Your policy should include an up to date list of emergency contacts e.g. police, children’s social care</li> <li>• How will you care for and reassure the child throughout the process</li> <li>• Remember that two adults must always be on the premises if in a group setting</li> <li>• Remember never to take a child home yourself or allow anyone other than someone authorised by the parent to do so</li> <li>• Consider any financial penalties made to parent for late collection of children</li> <li>• Procedure after the event e.g. written report – where will it be recorded and who will see it?</li> </ul>

	<ul style="list-style-type: none"> <li>• Remember to include review of policy/procedure</li> </ul> <p><b>Lost Child</b></p> <ul style="list-style-type: none"> <li>• Who will search and where</li> <li>• How long will you search before contacting others?</li> <li>• Who will you inform and when?</li> <li>• Arrangements with remaining children</li> <li>• Collation of information on child to pass on to others e.g. police (should this include photo?)</li> <li>• Procedure after event e.g. written report – where will it be recorded, who will see it, who you will inform?</li> </ul> <p>Remember to include review of policy/procedure</p>
Useful websites	<p><a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a> <a href="http://www.safeguardingchildren.co.uk">www.safeguardingchildren.co.uk</a></p>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Safeguarding children policy</li> <li>• Admissions policy</li> <li>• Transport and outings policy</li> <li>• Health and Safety policy</li> </ul>

Name of Policy:	<b>Complaints policy</b>
Overall Aim	<p><i>For example:</i> We are committed to providing an excellent service to children and their families, but in the unlikely event that you may have a concern about anything that we do, this policy provides clear guidelines for you to follow.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to the Statutory Framework for the Early Years Foundation Stage, page 27 for specific legal requirements and statutory guidance on information and complaints</i></p> <p>Who will be responsible for developing and reviewing the complaints policy?</p> <p>Explain your complaints procedure clearly, for example:</p> <ul style="list-style-type: none"> <li>• Step 1 – The complaint /concern should be raised verbally with your child’s key person.</li> <li>• Step 2 – If the matter is not dealt with to your satisfaction then you should raise the concern with the leader of the setting, etc</li> <li>• You should include a statement which informs parents that they may take their complaint to Ofsted at any time. Ensure you include their contact details, telephone number: 0300 1234 666 – is the Ofsted complaints poster displayed?</li> </ul> <p>Ensure what is included follows legal guidelines:-</p> <ul style="list-style-type: none"> <li>• Consider statutory responsibilities e.g. safeguarding</li> <li>• Consider Ofsted guidelines in relation to the need to address/record complaints.</li> </ul> <p>Confidentiality</p> <ul style="list-style-type: none"> <li>• Consider issues of general confidentiality</li> <li>• Consider times when confidentiality needs to be disregarded e.g. safeguarding/child protection</li> </ul> <p>Investigation of complaints</p> <ul style="list-style-type: none"> <li>• You must investigate all written complaints</li> </ul>

	<p>(including email)</p> <ul style="list-style-type: none"> <li>• Who will investigate any complaints received?</li> <li>• How soon will you start to investigate a complaint?</li> </ul> <p>How are complaints recorded and stored?</p> <ul style="list-style-type: none"> <li>• Consider ways to minimise fraudulent behaviour/destruction of important information e.g. numbering or having duplicate records for complaints</li> </ul> <p>How long will you retain information about complaints?</p> <ul style="list-style-type: none"> <li>• This should be for at least 3 years</li> </ul> <p>What is the timescale for a response to a complaint?</p> <ul style="list-style-type: none"> <li>• You must notify the complainant of the outcome within 28 days of receiving the complaint.</li> </ul> <p>How and between whom will information be shared?</p> <p>How will you publicise the policies existence?</p> <ul style="list-style-type: none"> <li>• Staff awareness</li> <li>• Parents</li> <li>• General public</li> </ul> <p>Appeals procedure</p> <ul style="list-style-type: none"> <li>• What should complainants do if they are not satisfied with the outcome of their complaint?</li> <li>• How long do they have to appeal?</li> </ul>
Useful websites	<p><a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a> <a href="http://www.education.gov.uk">www.education.gov.uk</a></p>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Partnership with parents</li> <li>• Whistle blowing policy</li> <li>• Confidentiality policy</li> <li>• Safeguarding children policy</li> <li>• Staff disciplinary procedures</li> </ul>

## Provider complaints record

<b>Date of complaint</b>
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<b>A: Source of complaint</b> (Regulations require providers to investigate all complaints notified to them, in writing, by a parent of a child attending the setting)			
Parent (in writing, including email)		Anonymous	
Parent (in person)		Ofsted (including complaint if known)	
Parent (phone call)		Other please state	
Staff member			
<b>B: Nature of complaint</b> (tick all key areas of the safeguarding and welfare requirements that the complaint relates to)			
Suitable people			
Staff qualifications, training, support and skills			
Key person			
Staff: child ratios			
Health			
Managing behaviour			
Safety and suitability of premises, environment and equipment			
Equal opportunities			
Information			

**Please give details of the complaint:**

**C: How the complaint was dealt with:**

Internal investigation	
Investigation by OFSTED	
Investigation by other agencies(please state)	
<b>Please give details of any internal investigation or attach any outcome letter from Ofsted</b>	
<b>D: Actions and outcomes</b>	
Internal actions	
Action agreed with Ofsted	
Changes to conditions of registration	
Other action taken by Ofsted	
No action	
Actions imposed or agree with other agencies	

**Please give details:**

<b>Has a copy of this record been shared with parents? Yes or No</b>	
<b>Name of recorder:</b>	<b>Outcome notified to parent:</b> YES (Within 28 days*) <b>Date</b>
<b>Position:</b> _____ <b>Name:</b> _____ <b>Signature:</b> _____	<b>Date completed</b>

\*1 Regulations require providers to give an account of the findings of the investigation into the complaint and any action taken to the parent who made the complaint, within 28 days of the date of the complaint.

## ***Guidance on completing the complaints record***

You are not required to use this complaints record. If you wish to use a different form it must include all of the information held in this record. Ofsted will check your complaints record at all inspections.

When completing the record you should bear in mind it must be shared with any parent who asks to see it as well as with Ofsted. It is important to maintain appropriate confidentiality when filling in the record. This means that you should not name the person making the complaint or any persons (adults and children) that relate to the complaint.

### ***A. Source of complaint***

You need to record here who made the complaint. Where people complain to Ofsted, they will normally refer all such complainants to you in the first instance. Where Ofsted carries out an investigation into your continued suitability to provide childcare following a complaint, they will tell you of the outcome of their investigation. Where they do this, you should enter Ofsted as the source and the Ofsted complaint number, if known.

### ***B. Nature of complaint***

The record is intended only for complaints relating to the general safeguarding and welfare requirements of the Early Years Foundation Stage. You must record here one or more key areas to which the complaint refers. If you are unsure you should refer to the Early Years Foundation Stage statutory guidance. You must record all details associated with the complaint, taking care not to name individuals. For example, use 'child A', 'staff member B'.

### ***C. How it was dealt with***

You must provide information on how you investigated the complaint. You will need to record:

- the process that you took to ensure that the complaint was fully investigated, such as interviews, reviews of records
- who was involved in the investigation without identifying any individuals named in the complaint including staff or any child
- any referrals you made to an external agency, for example local authority environmental health departments, social care or Ofsted

#### ***D. Actions and outcomes***

You must provide details about the outcome of your investigation. You will need to record:

- any action(s) identified by you
- any actions set or taken by Ofsted
- any action taken by another external agency, where you have their permission to do so
- the outcome of your investigation, identifying any areas where you feel you could make improvement to your provision
- if you dismissed any members of staff following the investigation and if so, under what circumstances. If you have dismissed a member of staff for misconduct, because they placed a child at risk of significant harm, you will need to inform the Independent Safeguarding Authority (ISA)

You must share an account of the findings of your investigation and the action, if any, that you took or you intend to take as a result of your investigations with the complainant. You must do this within 28 days from the date the complaint was made. You can do this by sharing this record.

Name of Policy:	<b>Confidentiality policy</b>
Overall Aim	<p><i>For example:</i>  We value and respect all information given to us by parents, children and visitors and take steps to protect their confidentiality. We are aware of our responsibilities under the Data Protection Act 1998 and the Freedom of Information Act 2000, and we abide by all legal parameters with regards to confidentiality.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to the Statutory Framework for the Early Years Foundation Stage, for specific legal requirements and statutory guidance on providers' records (page 26-29) and on information and complaints (page 27)</i></p> <p>Why do you adhere to confidentiality?</p> <p>What procedures are in place for storing records for:</p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Children</li> <li>• Online/Computers – how confidential are your computers? Are they password protected or on a secure site?</li> <li>• How long are records stored for?</li> </ul> <p>What procedures will be put in place to restrict confidential matters being discussed between:</p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Parents</li> <li>• Children</li> <li>• Visitors</li> <li>• Outside Agencies</li> </ul> <p>What would be the procedure for sharing information with other agencies and when would this be appropriate?</p> <ul style="list-style-type: none"> <li>• Consider how you will share information on children's development with other providers</li> <li>• Consider safeguarding matters</li> <li>• Refer to legislation, Data Protection Act, Freedom of Information Act.</li> </ul> <p>What records are parents allowed to access freely?</p> <ul style="list-style-type: none"> <li>• Copy of most recent Ofsted inspection report</li> <li>• Records on the development of their child</li> <li>• Written request for personal files on the children</li> </ul>

Useful websites	<a href="http://www.safeguardingchildren.co.uk">www.safeguardingchildren.co.uk</a> <a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a> <a href="http://www.dh.gov.uk">www.dh.gov.uk</a> <a href="http://www.ico.gov.uk/for_organisations/data_protection.aspx">www.ico.gov.uk/for_organisations/data_protection.aspx</a>
References to other relevant policies:	<ul style="list-style-type: none"><li>• Staff disciplinary procedures</li><li>• Safeguarding children policy</li><li>• Admissions policy</li><li>• Complaints policy</li><li>• Partnership with parents</li></ul>

Name of Policy:	<b>Emergency procedure and policy</b>
Overall Aim	<p><i>For example:</i>  We are committed to ensuring the safety and fair treatment of all our children, staff and parents. We understand that we cannot plan for every eventuality but want to ensure that we are prepared in the unlikely event of an emergency.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p>Consider the situations that might arise in which you would need to follow an emergency procedure in your provision. An emergency might mean an immediate evacuation or closure of you provision. For instance adverse weather conditions, police evacuation, power cut, health epidemic or gas leak.</p> <p><b>Emergency evacuation</b></p> <ul style="list-style-type: none"> <li>• If you had to evacuate the building in an emergency situation consider what you would need to take, where it was kept and how you would ensure any information was up to date. For instance register, contact numbers, mobile phone and charger, pushchairs etc. How would you ensure these were all to hand?</li> <li>• Do you have evacuation bags set up for emergency situations? For instance, these might include resources, drinks, nappies, wet wipes, blankets etc. You may need to alter these according to the season, for instance in summer you may include sun cream, and in winter you may include waterproof blankets</li> <li>• Who would be responsible for ensuring no-one is left in the building? How would they know everyone was present at the evacuation point?</li> <li>• How soon would you start to contact parents? For instance, if you're told that you won't be allowed back in the building for a number of hours</li> <li>• Do you have another building (a neighbour or nearby business) that would allow you to use a part of their premises in an emergency? Consider if you were asked to evacuate your building, and found that not all children could be picked up in a reasonable time</li> <li>• Consider which telephone numbers you may need on top of parents contact numbers, for instance the local police, a local colleague or provision</li> </ul>

	<p><b>Unexpected closure</b></p> <ul style="list-style-type: none"> <li>• If you had to close unexpectedly, how would you let parents know? Consider different situations, it might be in the middle of the day when you can no longer heat the building, or first thing in the morning due to a suspected gas leak</li> <li>• What would be your expectation with regards to parents paying full fees if the nursery was closed for a half day, a full day, a week etc</li> <li>• Would staff be paid in full for a short/long term closure? Consider staff's contracted hours etc</li> <li>• What if funded children missed out on some of their funded sessions due to an emergency closure? Would these be given at a later date? If the closure was longer term, would they be able to take up the place elsewhere?</li> <li>• If the closure was long term, how would you keep parents and staff informed of the situation?</li> </ul>
Useful websites	<a href="http://www.acas.org.uk">www.acas.org.uk</a>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Safeguarding children policy</li> <li>• Admissions policy</li> <li>• Complaints policy</li> <li>• Partnership with parents</li> <li>• Fire policy</li> </ul>

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Name of Policy:	<b>Equal opportunities / inclusion policy</b>
Overall Aim	<p><i>For example:</i>  We are committed to providing an inclusive environment that is welcoming and free from discrimination. We value and respect the diversity of children, families, staff and communities.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to the Statutory Framework for the Early Years Foundation Stage, page 27 for specific legal requirements and statutory guidance on Equality of Opportunities.</i></p> <p>Responsibilities</p> <ul style="list-style-type: none"> <li>• Do you have a named person to ensure equal opportunities are implemented for all?</li> <li>• How will you ensure that your setting is accessible to all? Consider how children &amp; parents will be made welcome.</li> <li>• How will you promote and value diversity and differences?</li> <li>• How will you challenge inappropriate attitudes and practices?</li> <li>• How will you encourage children to value and respect others?</li> <li>• How will you ensure that the setting includes, values and supports all children and families including those who are disabled or have special needs?</li> <li>• How will you ensure reasonable adjustments are made as necessary?</li> <li>• How will you support children for whom English is an additional language?</li> </ul> <p>Training</p> <ul style="list-style-type: none"> <li>• Consider what training / awareness training is required and by who in your setting?</li> <li>• How will you make sure staff are aware of and understand the equal opportunities policy?</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>• Do your resources reflect a wider society? Think about what messages your resources give the children.</li> </ul>

	<p>Working with parents</p> <ul style="list-style-type: none"> <li>• How will you make parents aware of the settings ethos on equal opportunities?</li> <li>• What actions will be taken if discrimination is witnessed?</li> <li>• How will you work with parents for whom English is an additional language?</li> </ul> <p>Working with community support agencies</p> <ul style="list-style-type: none"> <li>• In what circumstances will you invite an outside agency in to your setting?</li> <li>• How will you encourage and include all members of society / community into your setting.</li> </ul> <p>Teaching and learning styles</p> <ul style="list-style-type: none"> <li>• How will your setting provide a positive image of the whole society?</li> </ul> <p>Beliefs and faiths</p> <ul style="list-style-type: none"> <li>• How will you obtain information about the beliefs and faiths of families using your service?</li> <li>• Registration form</li> <li>• Induction</li> </ul> <p>How will you work to fulfil:</p> <ul style="list-style-type: none"> <li>• Human rights act 1998</li> <li>• Equality Act 2010</li> <li>• SEN Code of practice 2001</li> <li>• Every Child Matters</li> <li>• Early Years Foundation Stage</li> <li>• United Nations Convention on the Rights of the Child</li> </ul>
Useful websites	<p><a href="http://www.acas.org.uk">www.acas.org.uk</a> <a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a>  <a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a></p>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Safer recruitment</li> <li>• Staff disciplinary procedures</li> <li>• Special Educational Needs &amp; Disabilities (SEND) policy</li> <li>• Partnership with parents</li> <li>• Learning and development</li> <li>• Promoting positive behaviour</li> <li>• Admissions policy</li> </ul>

## Further guidance on the development of an Equal Opportunities / Inclusion Policy

### Introduction

Policies are vital to identify and consolidate thinking regarding appropriate provision for children. However, they are often viewed as an end, when they should be seen as a process; always evolving in response to changes. When developing an Inclusion Policy, it is necessary to ensure the involvement of all participants such as children, parents, staff, committee and management team and external agencies. How this is completed varies from setting to setting but may include awareness raising, formal discussion and the completion of questionnaires by those involved with the setting. We cannot be too rigid when offering advice regarding writing a policy, as all establishments have different needs, but the information below is intended to provide a framework to attach information to.

Inclusion should be imbedded in all policy practice. However, it is good practice to have an Inclusion policy too.

**Definition of Inclusion in Childcare and Early Years** - from the 'Index for Inclusion', from the Centre for Studies in Inclusive Education

- Increasing the participation of all children and young people in learning and play
- Making changes to respond to the diversity of children
- Valuing equally everyone in the setting
- Putting values into action
- Seeing differences between children as valuable – not as problems to be overcome
- Acknowledging the right of children to care and education locally
- Making improvements for staff as well as for children
- Reducing barriers for all children, not only those seen as “having SEN”
- Learning from changes made for particular children – which may have wider benefit
- Paying as much attention to community and values as to children’s achievements
- Fostering relationships between the setting and the community

Inclusion in early education and childcare is an aspect of inclusion in society. Inclusion set out in the policy must be seen to be carried out in every day practice by all involved in the setting.

### Statement of Principle

This will need to explain the fundamental aims of the setting regarding inclusion and how these aims were arrived at. It may also highlight the provisions mission statement and explain how this will be translated from theory to practice.

### Legal Framework Section

Mention needs to be made of relevant laws and guidelines e.g. SEN Code of Practice 2001, Every Child Matters, Equality Act 2010 and the Early Years Foundation Stage.

### Auditing and Monitoring Inclusion

Provide information on how you will develop and monitor your inclusive practice and who will be responsible for doing so.

### Associated Policies

These may include:

- *SEND;*
- *Behaviour including exclusion procedures;*
- *Anti-bullying;*
- *Admission policy;*
- *Gifted and talented;*
- *Risk management guidelines*
- *Learning and development*

### Inclusiveness

How do you ensure that every child is welcome in the setting and has a sense of belonging? Consider how to offer children opportunities to meet their needs. How do you ensure that all areas of your practice are inclusive - e.g. health care needs, physical access arrangements, anti-bias?

### Action to Obtain Children's Views

This section should detail how you ascertain children's views and actively involve them in decision-making regarding any action that has a direct impact upon them. This may include information on how children's views are recorded on ILPP's, the use of circle time.

### Pastoral Support and Life Skills

Strategies need to be developed to describe how the whole setting's pastoral practices are to be undertaken to support children. There needs to be a named staff member who children can refer to in order to ensure their emotional needs are met. This section may also include information on increasing emotional awareness and development for staff, in order to promote equality and social inclusion.

### **Staff Recruitment and Professional Development**

Describe the efforts made to ensure the staffing of the setting reflects the diversity of children who attend. Information on staff skills and training to increase the ability to address a diverse range of needs should be made clear.

### **Management of Inclusion Policy**

This may result from your annual policy review in which you may identify areas requiring further action, and measure improvements. You should identify how you ensure inclusion issues continue to have a high profile and describe how actions result in further improvements.

### **Partnership with Parents/Carers**

Include arrangements on how staff and parents work together to support all children and how involvement is recorded and measured at all stages of the provision's planning process. Identify your communication such as prospectus, reports, newsletters and websites and its availability in formats accessible to those with diverse communication needs.

### **Links with Other Care Provider and Schools**

This section may include liaison with local special/mainstream schools in order to pool resources, expertise and share placements. It may include links with provision that is able to provide extension sessions for able pupils or provide specific activities that appeal to those who have threats to success that may be easier to overcome in a different setting. Acknowledge close co-operation during transition.

### **Links with External Agencies**

This section needs to detail contacts/names of LA support services/funding and advisers and also list external agencies such as Social Care and Health.

### **Access to the Environment**

Description of the settings plan to improve accessibility for all children particularly those with specific needs such as restricted mobility or sensory impairment.

### **Evaluating the Success of the Inclusion Policy**

Details on the way the management committee and senior management staff analyse data on inclusion. This could include measurement of gaining parents views and of how this information is reported to parents.

For further information please contact an Inclusion Officer. The Families Information Service (telephone number 0845 6011 630), will be able to provide you with contact details for the Inclusion Officer within your area.

Name of Policy:	<b>Fire policy</b>
Overall Aim	<p><i>For example:</i> Our aim is to ensure everyone’s safety in the case of a fire. This policy states the measures we take to protect staff, children and visitors, and also states the procedure we would follow if we needed to evacuate the building.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to the Statutory Framework for the Early Years Foundation Stage, page 24, 3.54 for specific legal requirements and statutory guidance on premises</i></p> <p>What measures do you take to protect against a fire? For instance fire doors, PAT testing, keeping heaters clear, assessing fire risks etc.</p> <p>Fire/evacuation drills – how often do you hold these and who is included? How are they recorded?</p> <p>Fire alarm tests – how often?</p> <p>Fire fighting equipment – what is on the premises and is anyone trained to use it? How is it maintained?</p> <p>What is your procedure for ensuring that everyone gets out of the building safely? Consider stairs, fire exits, ages and stages of children. Is your evacuation procedure displayed for parents, staff and visitors?</p> <p>What would you take with you in the case of a fire? For instance, contact numbers, registers of children/staff, evacuation bags etc</p> <p>Where is your fire assembly point?</p> <p>What will you do if you can’t go back into the building? Safe place to go, contacting parents/carers etc</p>
Useful websites	<p><a href="http://www.northyorksfire.gov.uk">www.northyorksfire.gov.uk</a></p>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Health and Safety policy</li> <li>• Emergency policy and procedure</li> </ul>

Name of Policy:	<b>Food and drink policy</b>
Overall Aim	<p><i>For example:</i>  We provide nutritious meals and snacks for all children to maximise their potential for healthy development and growth. We recognise the learning and development opportunities that are available through meal and snack times and aim to make the most of these social occasions.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to the Statutory Framework for the Early Years Foundation Stage, page 22 for specific legal requirements and statutory guidance</i></p> <p><i>You will find a wealth of current information and guidance on the Food Standards Agency website:</i>  <a href="http://www.food.gov.uk">www.food.gov.uk</a></p> <p><b>Food and drinks</b></p> <ul style="list-style-type: none"> <li>• Do children and adults have constant access to fresh drinking water? Consider all ages</li> <li>• How will you ensure food and drinks are nutritious and appropriate for differing age groups?</li> <li>• Do you meet all current regulations regarding the storage, preparation and disposal of food?</li> <li>• Are all adults and children aware of hygiene procedures?</li> <li>• How will you care for the environment e.g. waste, sourcing local food</li> <li>• What are your expectations of food and drinks that are brought into the setting?</li> </ul> <p><b>Under two's</b></p> <ul style="list-style-type: none"> <li>• How do you ensure mothers feel welcomed into the setting to breast feed their child?</li> <li>• How do you store breast milk?</li> <li>• How do you prepare/store formula milk? (The eat well website (above) has current guidance)</li> <li>• What procedures do staff follow for feeding babies? For instance, a quiet area, comfy seat, lots of interaction, smiles and eye contact</li> <li>• Working with parents on menus etc to introduce a variety of flavours and tastes</li> <li>• Do you supply food for weaning babies?</li> <li>• If parents prefer to use packs or ready to use jars do you supply or accept this?</li> <li>• Do you accept food that has been prepared at</li> </ul>

home? Do you have any requirements for this?

### Staff

- How are staff kept up to date with the latest guidelines about what constitutes good practice?
- How are staff involved in the development and review of menus?
- How do you identify appropriate training for individuals e.g. food hygiene?
- How do staff work with parents/carers who send unsuitable food/drinks into the setting for their child?
- Do staff eat with the children and model good practice regarding health and hygiene?
- Do you operate a key person system that ensures children's individual needs are understood and respected?
- Are activities and resources planned to encourage children to learn about being healthy?
- Do you liaise with other professionals e.g. dentists and health visitors?

### All children

- Food should not be used as rewards for children's successes or as punishment
- Are children encouraged to make healthy choices?
- How are foods from different cultures presented to children?
- Are children consulted when developing menus?
- How does the snack and mealtime routine promote independence and social skills? Are children encouraged to serve their own food and drinks?
- Do children grow, prepare and cook their own foods?
- Do children follow hygiene rules?
- Are children shown how to brush their teeth and are brushes stored hygienically?

### Parents/Carers

- Are parents/carers consulted when developing menus?
- Do you invite parents to learn more about healthy food and drinks by sending out literature and inviting them into your setting?
- Do parents contribute to record keeping about

	<p>children’s current likes/dislikes etc.?</p> <p><b>Cultural preferences</b></p> <ul style="list-style-type: none"> <li>• How will you work with parents to ensure that cultural preferences for diets are met?</li> </ul> <p><b>Allergies and dietary requirements</b></p> <ul style="list-style-type: none"> <li>• How will you work with parents to ensure that dietary requirements are catered for?</li> <li>• Will you provide specialist food if required (e.g. gluten free pasta) or will parents be asked to provide this?</li> <li>• Consider inclusion issues – ensuring that children are not singled out.</li> <li>• How should parents inform you of children’s allergies? This may be the registration form in the first instance but what if allergies develop after this?</li> <li>• What measures do you take to ensure that children with an allergy do not come into contact with the allergen?</li> </ul> <p><b>Equal Opportunities</b></p> <ul style="list-style-type: none"> <li>• Consider how food and drinks reflect cultural, religious and medical needs.</li> <li>• Is everyone aware of the importance of food when celebrating culture and tradition?</li> </ul>
Useful websites	<p><a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a> <a href="http://www.allergyinschools.org.uk">www.allergyinschools.org.uk</a>  <a href="http://www.food.gov.uk">www.food.gov.uk</a> <a href="http://www.hse.gov.uk">www.hse.gov.uk</a> <a href="http://www.stop-the-rot.co.uk">www.stop-the-rot.co.uk</a> <a href="http://www.cwt.org.uk">www.cwt.org.uk</a></p>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Health and Safety policy</li> <li>• Equal opportunities and inclusion</li> <li>• Partnership with parents</li> <li>• Admissions policy</li> </ul>

Name of Policy:	<b>Free early years provision for 2, 3 and 4 year olds</b>
Overall Aim	<p><i>For example:</i>  All 3 and 4 year olds are entitled to 15 hours of funded care and education per week. Some 2yr old children who meet a specific eligibility criteria are also entitled to 15 hrs funded care and education per week. All early years providers who offer funded places, whether schools, day nurseries, pre-schools or childminders have to meet the requirements of the Early Years Foundation Stage (EYFS) and so you can be confident that your child will be given the same opportunities wherever you choose to access the place.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to the “Delivery of free early years provision” information on the CYPS website <a href="http://www.cyps.northyorks.gov.uk">www.cyps.northyorks.gov.uk</a></i></p> <ul style="list-style-type: none"> <li>• You should state that this provision is completely free and that parents will not be charged anything unless they choose to take up extra hours above the 15, or unless they choose to pay for a lunch</li> <li>• When will they be entitled? 2 yr olds, the term after second birthday if they meet the eligibility criteria or 3 yr olds the term after third birthday</li> <li>• What hours are they entitled to? 15 hours per week for 38 weeks of the year</li> <li>• How can they take up these hours? For instance, 5 x 3 hour mornings, a choice of 5 x 3 hour sessions across 5 ams and pms, parents choice of half day sessions and/or full days</li> <li>• You should mention the parental contract that parents will be asked to sign in which they declare where they are claiming their child’s free provision and which states the sessions that the child will attend</li> <li>• If a child is claiming the free provision at two separate providers, how will you work with the other provider to ensure good transitions?</li> <li>• You should state that there is a leaflet available from the setting with further information on the free early years provision (available from NYCC)</li> </ul>
Useful websites	<a href="http://www.education.gov.uk/">http://www.education.gov.uk/</a> <a href="http://www.northyorks.gov.uk">www.northyorks.gov.uk</a>

References to other relevant policies:	<ul style="list-style-type: none"> <li>• Learning and development</li> <li>• Key person policy</li> </ul>
Name of Policy:	<b>Health and safety policy</b>
Overall Aim	<p><i>For example:</i> We are committed to providing a safe environment for every child and adult that uses our provision.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to the Statutory Framework for the Early Years Foundation Stage, pages 23 - 25 for specific legal requirements and statutory guidance on Suitable premises, environment and equipment. “Providers must have, and implement, a Health and Safety policy, and procedures, which cover identifying, reporting and dealing with accidents, hazards and faulty equipment”.</i></p> <p>Mention should be made of:</p> <ul style="list-style-type: none"> <li>• Named person with responsibility for health and safety</li> <li>• Responsibilities of staff and visitors</li> <li>• Training given to staff</li> <li>• Recording and reporting procedures</li> <li>• Insurance</li> <li>• Fire preventative measures in line with fire policy</li> <li>• Procedures for pregnant staff and volunteers</li> </ul> <p><b>Health</b></p> <p>How do you include the following areas in your policy?</p> <ul style="list-style-type: none"> <li>• Food (storage, preparation, serving, allergies)</li> <li>• Outdoor play (risk assessments, weather, equipment checks, staffing ratios)</li> <li>• Indoor play (risk assessments, equipment checks, ratios, cleanliness)</li> <li>• Accidents (recording and reporting, first aid, procedures, training)</li> <li>• Medication and illness (storage, administration, permission, recording, training)</li> <li>• Documentation (e.g. RIDDOR, recording process, signposting, parental information)</li> <li>• Legislation (e.g. Health &amp; Safety at Work)</li> <li>• Hygiene – personal hygiene (adult and child</li> </ul>

	<p>facilities, practices and procedures, safe disposal)</p> <ul style="list-style-type: none"> <li>- cleaning and clearing (safe disposal, protection,)</li> <li>- food (awareness of good hygiene)</li> </ul> <p><b>Safety</b></p> <p>How do you include the following areas in your policy?</p> <ul style="list-style-type: none"> <li>• Environment (risk assessments, safety checks, security, space and layout)</li> <li>• Supervision (ratios, training)</li> <li>• Adult safety (risk assessment, team support, moving and handling, lone working)</li> <li>• Management (recording and reporting, registers, safety checks, suitable persons, visitors)</li> <li>• Special considerations (water, staircases, road safety etc)</li> <li>• Storage of chemicals and other substances (COSHH)</li> </ul> <p>This list is not exhaustive and must include individual considerations for your setting.</p>
Useful websites	<p><a href="http://www.hse.gov.uk">www.hse.gov.uk</a> <a href="http://www.northyorksfire.gov.uk">www.northyorksfire.gov.uk</a></p>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Accident policy</li> <li>• Administration of medication</li> <li>• Sick child policy</li> <li>• Fire policy</li> <li>• Safer recruitment</li> <li>• Promoting positive behaviour</li> <li>• Safeguarding children policy</li> <li>• Transport and outings policy</li> <li>• Student placement and volunteer policy</li> <li>• Equal opportunities/inclusion policy</li> <li>• Overnight care policy</li> <li>• Emergency procedures</li> </ul>

Name of Policy:	<b>Key person policy</b>
Overall Aim	<p><i>For example:</i> The setting will allocate a key person to each child who will ensure their individual needs are met and will share information with parents. Building a genuine bond with a key person will help to ensure that each child feels secure within the setting and is able to play and explore with confidence.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to the Statutory Framework for the Early Years Foundation Stage, page 18 for specific legal requirements and statutory guidance on Key Persons.</i></p> <ul style="list-style-type: none"> <li>● How will a key person be allocated to each child?</li> <li>● How will the key person be able to arrange time to induct the family into the setting and what opportunities will they take to build a strong relationship with the child and their family?</li> <li>● How will the key person support the child in developing relationships with other staff and children in the setting?</li> <li>● What information will the key person collect on a child? Observations, developmental progress etc</li> <li>● If the key person is not available how will information about the child be shared with parents/carers and other staff within the setting?</li> <li>● What procedures are in place to share information with parents/carers and other agencies where relevant?</li> </ul>
Useful websites	
References to other relevant policies	<ul style="list-style-type: none"> <li>● Partnership with parents</li> <li>● Safeguarding children policy</li> </ul>

	<ul style="list-style-type: none"> <li>• Equal opportunities/inclusion policy</li> <li>• Adult interaction policy</li> </ul>
Name of Policy:	<b>Learning and development</b>
Overall Aim	<p><i>For example:</i> We follow the Early Years Foundation Stage which includes guidance for the learning, development and care of children from birth to five years. Providing high quality opportunities and experiences for your child is a priority and this policy sets out the consistent approach that we will use to ensure that we help your child reach their full potential.</p> <p>We are regulated and inspected by Ofsted and supported by the Local Authority.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to Development Matters in the Early Years Foundation Stage</i></p> <p>What is your provisions ethos with regards to learning and development? What do you want each child to gain from their time with you? How do you use the outdoors?</p> <p><b>Early Years Foundation Stage</b> The following guidance is aimed at the majority of settings who closely follow Development Matters in the Early Years Foundation Stage.</p> <p>It would be useful to write a brief statement to show how you work towards each of the Themes and Principles within the EYFS, it would also be helpful to refer to the Characteristics of Effective Learning and the prime areas of Learning and Development.</p> <p><b>Child observation, assessment and planning</b></p> <ul style="list-style-type: none"> <li>• How frequently are observations carried out on each child?</li> <li>• What different types of observation are used by the setting and when is each type used?</li> <li>• How are observations included in children’s records / profiles? Are parents encouraged to add to these records?</li> <li>• How are child observations used to assess the child’s development and plan the next steps? How is this information shared with parents and other staff?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do you plan for individual children and ensure that they are able to follow their lines of interest? Do you involve parents in this process?</li> <li>• Do key persons plan experiences and opportunities for their individual children?</li> <li>• What balance do you aim for between child initiated and adult directed activities?</li> <li>• Are learning intentions identified within plans?</li> <li>• What time is allocated to planning, how often and by whom?</li> <li>• How do you ensure planning is suitable for the age of children and how does it fit with the principles of the EYFS? Where possible, planning should be child led. Adult directed activities should revolve around children's interests</li> <li>• Are short term plans 'checked' against long term plans for gaps?</li> <li>• Is planning ever done retrospectively?</li> </ul> <p><b>Evaluation of provision</b></p> <ul style="list-style-type: none"> <li>• When do you evaluate your provision and how? Peer observations, questionnaires etc.</li> <li>• How do recorded evaluations of activities feed into the planning cycle?</li> <li>• Do you make notes of informal evaluations?</li> </ul>
Useful websites	<p><a href="http://www.literacytrust.org.uk/talktoyourbaby">www.literacytrust.org.uk/talktoyourbaby</a>  <a href="http://www.foundtionyears.org.uk">www.foundtionyears.org.uk</a></p>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Key person policy</li> <li>• Free early years provision for 2, 3 &amp; 4 year olds</li> <li>• Adult interaction with children</li> </ul>
Name of Policy:	<p><b>Nappy changing and personal care policy</b></p>
Overall Aim	<p><i>For example:</i>  We aim to provide an inclusive environment which sensitively supports both parents and children with nappy changing and intimate personal care routines.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each	<p><b>Personal care</b></p> <ul style="list-style-type: none"> <li>• We respect children's rights for privacy and will always carry out personal care routines with sensitivity</li> </ul>

one:

- How do you maintain the child's privacy whilst also safeguarding staff and children when carrying out personal care routines?
- Staff carrying out personal care routines must be DBS (Disclosure and Barring Service) cleared
- Whenever possible, intimate personal care needs should be carried out by the child's key person to promote continuity and ensure the child feels secure
- If a child had a personal care need that you had not come across before, how would you ensure you were able to carry this out effectively? For instance, training from a health care professional, guidance from parents.

### Nappy changing

- Will parents supply nappies etc. and how will they be stored?
- Will you accept disposable and non-disposable nappies?
- How do you ensure your changing area is well organised and hygienic?
- Who will change the child's nappy? This should wherever possible be the child's key person. If the key person is not present you will need to consider how each child's routine will be shared with other carers
- Consider how the child's key person will create a relaxed routine which meets the child's individual needs, talk about eye contact and interaction
- What is your procedure for nappy changing?  
Consider:
  - Disposable gloves and apron
  - Ensuring that you have nappies, wipes etc close at hand before starting
  - Will you apply a barrier cream?
  - How will you dispose of nappies/wipes/cotton wool?
  - How will you store used terry nappies?
  - How will you deal with wet and soiled clothes?
  - Hand washing – do you encourage children to wash their own hands?
  - Cleaning the changing area
  - Do you record nappy changes?

### Toilet training

- How will you work with parents to support their child in toilet training both at home and in the setting when developmentally appropriate?

	<ul style="list-style-type: none"> <li>• Do you ask parents to supply extra changes of clothes during this time?</li> <li>• How do you ensure your toilet area is hygienic at all times?</li> <li>• Do you use potties? If so, how do you ensure good hygiene practices with this?</li> </ul>
Useful websites/documents	Managing the Health care Needs of Children and Young People (NYCC document)
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Safeguarding children policy</li> <li>• Health and safety policy</li> <li>• Equal opportunities/inclusion policy</li> <li>• Key person policy</li> <li>• Partnership with parents</li> <li>• Overnight care policy</li> <li>• Adult interaction</li> </ul>

Name of Policy:	<b>Overnight care policy</b>
Overall Aim	<p><i>For example:</i>  We aim to provide a loving, safe environment in which children feel valued, secure and happy. We recognise that when babies and children remain in our care overnight, their needs will differ from those throughout the day and we work with parents to ensure these needs are met.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<ul style="list-style-type: none"> <li>• How will you request and record information from parents that will ensure you have a familiar routine in place that will reassure a child and help them settle? This may include information about</li> </ul>

	<p>bedtime stories, comfort toys, bed wetting, nightmares etc</p> <ul style="list-style-type: none"> <li>• What will you do to ensure you provide the right food and drink during the overnight care?</li> <li>• Will the children have access to adequate toilet and washing facilities? How will you ensure the privacy of children is respected during bath time or when children are undressing?</li> <li>• How will you ensure that the adult child ratio is adhered to?</li> <li>• How will you ensure children staying overnight have a suitable bed or cot with clean bedding?</li> <li>• How will you ensure that the children have easy access to you during the night? Consider listening devices, monitoring units</li> <li>• Will there be adequate heating and lighting? Will there be a thermometer in the room?</li> <li>• Remember to include contact information that may be different to those used during the daytime.</li> <li>• Consider fire risks, smoke alarms, etc</li> <li>• Include OFSTED overnight care registration details and insurance cover details</li> </ul> <p>NB – If a child is cared for overnight for a continuous period of 28 days or more, this is regarded as private fostering and the carer must notify their local council at the earliest opportunity.</p>
Useful websites	<p><a href="http://www.safeguardingchildren.co.uk">www.safeguardingchildren.co.uk</a>  <a href="http://www.sids.org.uk">www.sids.org.uk</a> (advice on minimising risk of cot death)  <a href="http://www.privatefostering.org.uk">www.privatefostering.org.uk</a></p>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Safeguarding children policy</li> <li>• Health and safety policy</li> <li>• Nappy changing and personal care policy</li> <li>• Adult interaction</li> </ul>

Name of Policy:	<b>Partnership with parents</b>
Overall Aim	<p><i>For example:</i>  We recognise that parents are a child's first and most enduring educator. We are committed to working in partnership with parents and ensuring that together, we can make a positive impact on children's learning and development.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to page 27 of Statutory Framework for the Early Years Foundation Stage</i></p> <p>Talk about how you build relationships, for example through:</p> <ul style="list-style-type: none"> <li>• Key person system</li> <li>• Informal daily conversation</li> <li>• Opportunities for parents to come into the setting</li> <li>• Spending time with the parents at the beginning and end of the day</li> <li>• Home visits (if applicable)</li> </ul> <p>How do you involve parents in the setting?</p> <ul style="list-style-type: none"> <li>• Always welcome to spend time in the rooms – open door policy</li> <li>• Invited on outings</li> <li>• Sports days, plays, parties etc when parents are invited to come in for social occasions</li> <li>• Inviting parents to share a talent or interest with the children, such as cooking or playing a musical instrument</li> <li>• Inviting parents to join the committee</li> <li>• Developing a group for interested parents to discuss matters around the nursery, such as policies and procedures</li> </ul> <p>Sharing information</p> <ul style="list-style-type: none"> <li>• How do you share information about the setting? For example, welcome packs, newsletters, parents information board</li> <li>• How do you share information about children? For example, development records/learning journeys, daily diaries/sheets</li> <li>• How do you ensure that you always have the most up to date information with regards to medical needs, allergies etc</li> </ul>

	<ul style="list-style-type: none"> <li>• Registration form and parental contracts, do you ask for information given to be updated? For instance, checking contact numbers are still relevant?</li> <li>• How do you ensure that policies and procedures are shared with parents?</li> <li>• Consent forms, e.g. sun cream, emergency medical treatment etc</li> <li>• How do you ensure that parents are aware of the Early Years Foundation Stage?</li> </ul> <p>Babysitting</p> <ul style="list-style-type: none"> <li>• You should consider your stance on staff babysitting for parents</li> <li>• Do you arrange babysitting?</li> <li>• Do you accept responsibility or is this a private arrangement between staff and parents? Consider liability</li> </ul>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Admissions policy</li> <li>• Learning and development</li> <li>• Key person policy</li> <li>• Child collection / Lost child policy</li> <li>• Safeguarding children policy</li> <li>• Complaints policy</li> <li>• Student and volunteer placements</li> <li>• Free early years provision for 2, 3 &amp; 4 year olds</li> </ul>

Name of Policy:	<b>Promoting positive behaviour policy</b>
Overall Aim	<p><i>For example:</i> We are committed to a shared and consistent approach towards behaviour. We aim to promote positive behaviour and extend children’s knowledge and understanding of the differences between right and wrong.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to the Statutory Framework for the Early Years Foundation Stage, page 23 for specific legal requirements and statutory guidance on Behaviour Management.</i></p> <p>Include a statement about the importance of valuing all children. Think about:</p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Children’s feelings and viewpoints</li> <li>• Confidentiality</li> <li>• Ages and stages of development</li> <li>• Creating the appropriate environment</li> </ul> <p>How do staff work together to promote positive behaviour?</p> <ul style="list-style-type: none"> <li>• Who is the named person with overall responsibility for behaviour management issues?</li> <li>• What training do they and the rest of the team receive?</li> <li>• Support mechanisms for staff</li> <li>• Working with outside agencies</li> <li>• Liaison with parents</li> <li>• Clear procedures for all staff to follow</li> <li>• Modelling appropriate behaviour</li> <li>• Remember it’s the behaviour that’s unwanted, not the child e.g. no physical punishment or labelling; develop common strategies, consistent approach</li> <li>• Including children in the introduction of any ‘rules’</li> </ul> <p>Consider specific kinds of behaviour you would wish to promote and those which you would consider to be undesirable – how do you aim to extend children’s understanding of what is right and what is wrong?</p>

	<p>How do children learn about boundaries and start to consider the consequences of their words and actions for themselves and others?</p> <p>What strategies have you in place to promote desirable behaviour:</p> <ul style="list-style-type: none"> <li>• Building self esteem</li> <li>• Giving praise</li> <li>• Mediation systems</li> <li>• Responsibilities and privileges</li> <li>• Prompts to help children behave appropriately e.g. visual aids</li> </ul> <p>What strategies do you employ to respond to inappropriate behaviour? e.g. visual aids</p> <p>Mention what you will not use – e.g. physical punishment, raised voices. When might it be necessary to use physical intervention? E.g. to prevent injury</p> <p>How do you ensure that parents are fully consulted and involved in promoting positive behaviour? E.g. agreeing joint targets, consistent approaches, links with home environment, celebrating achievements.</p> <p>If a child's behaviour was very hard to control and was impacting on the experiences of other children, what steps would you take to resolve the situation? For example:</p> <ul style="list-style-type: none"> <li>• Working with parents</li> <li>• Putting in place a plan to ensure a consistent approach</li> <li>• Seeking advice from outside agencies</li> </ul> <p>Are there any circumstances in which you would exclude a child from the provision?</p>
Useful websites	<a href="http://www.safeguardingchildren.co.uk">www.safeguardingchildren.co.uk</a>

References to other relevant policies:	<ul style="list-style-type: none"><li>• Safeguarding children policy</li><li>• Learning and development</li><li>• Special educational needs (SEND) policy</li><li>• Equal opportunities/inclusion policy</li><li>• Adult interactions with children</li><li>• Partnership with parents</li></ul>
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Name of Policy:	<b>Settling in and transitions policy</b>
Overall Aim	<p><i>For example:</i> Our aim is to ensure that each child and parent feels welcomed, happy and valued within our setting. Our settling in procedure is flexible to allow for varying needs. Through positive communication and strong relationships we aim to make children's transitions a positive experience.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<ul style="list-style-type: none"> <li>• Before a child starts at your provision, what do you do to get to know them and their family – consider individual needs, EAL, what information you give e.g. all about me, information packs.</li> <li>• What are your procedures for ensuring children have appropriate access to comforters, i.e. dummies, cuddly toys.</li> </ul> <p><b>Visits</b></p> <ul style="list-style-type: none"> <li>• Do you offer home visits?</li> <li>• Pre starting visits for child &amp; carer – consider best time for visits for the carer &amp; child. Are there a set number of visits or are you flexible according to the child's needs?</li> <li>• First day visits – shorter day, parent staying, minimum visits.</li> </ul> <p><b>Key Person</b></p> <ul style="list-style-type: none"> <li>• The role of the key person – include how and when you explain to parents about this role. Also how you make new staff aware of how the key person system works within your provision.</li> <li>• Out of school care – how do you introduce new children to other members of the club, do you have a buddy system in place (often an older child) who will show them around?</li> </ul> <p><b>When do you consider a child to be settled?</b></p> <ul style="list-style-type: none"> <li>• Younger children may need longer to settle</li> <li>• After periods of absence – may need extra support</li> <li>• A child who has never been separated from a carer</li> </ul>

	<ul style="list-style-type: none"> <li>• How do you help those children who don't settle or are having difficulty in settling?</li> <li>• How do you help parents whose child is having difficulty in settling or a parent who is finding it difficult to leave a child?</li> </ul> <p><b>Partnerships with parents</b></p> <ul style="list-style-type: none"> <li>• Consider forms of communication – daily records, phone calls – can parents ring &amp; how often?</li> <li>• Are staff available to discuss concerns?</li> </ul> <p><b>Reviews</b></p> <ul style="list-style-type: none"> <li>• Who are these with and when?</li> <li>• Time e.g. 4 weeks, 6 weeks</li> </ul> <p><b>Transitions</b></p> <ul style="list-style-type: none"> <li>• How do you prepare a child and their family for a move to another room, school or setting?</li> <li>• Within setting – information sharing between staff and parents</li> <li>• Outside setting – information sharing between key people who care for a child</li> <li>• Child visiting new room with key person</li> <li>• Updating and sharing of records</li> <li>• Outside of setting – visits</li> <li>• Information sharing e.g. On Track</li> </ul>
Useful websites	<p><a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a> <a href="http://www.daycaretrust.org.uk">www.daycaretrust.org.uk</a></p> <p><a href="http://www.pre-school.org.uk">www.pre-school.org.uk</a></p>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Partnership with Parents</li> <li>• Adult Interactions with Children (Language and Communication)</li> <li>• Learning and development</li> <li>• Key person policy</li> </ul>

Name of Policy:	<b>Sickness policy</b>
Overall Aim	<p><i>For example:</i> We are committed to preserving the health and well-being of the children we care for and our staff team to ensure the smooth running of our provision.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to the Statutory Framework for the Early Years Foundation Stage, page 21-23 for specific legal requirements and statutory guidance on medication, accident and injury.</i></p> <ul style="list-style-type: none"> <li>• State the importance of parents/carers notifying the group of any illness and excluding their child as necessary to lessen the spread of the illness through the provision</li> <li>• Staff should be aware of exclusion periods and ensure that they do not come into work if they have been unwell</li> <li>• It would be helpful to state your exclusion periods for more common illnesses such as sickness and diarrhoea, chickenpox, or to state where parents can find them</li> <li>• If a child becomes ill at the setting, when will you contact parents and how you will care for the child whilst they are awaiting collection? Who contacts the parents?</li> <li>• What procedure will you follow for a child with a temperature? For example, recording their temperature at set periods, ways to cool them down, plenty to drink</li> <li>• Contingency arrangements – what do you do if you cannot contact the child's parent/carer?</li> <li>• Emergency contact numbers – ensure you mention the need for these</li> </ul>

	<ul style="list-style-type: none"> <li>• How do you notify parents when there is an illness circulating the group, i.e. chicken pox. Do you put up notices, send letters home? Consider confidentiality</li> <li>• State that if there is a case of a notifiable disease you will notify the Local Environmental Health Officer. Environmental Health also needs to be notified if there are two or more cases of an illness or outbreak of an infectious disease (within the same time period)</li> <li>• Display Health Protection Agency’s infectious disease poster <ul style="list-style-type: none"> <li>• Ofsted need to be informed if more than two cases of food poisoning.</li> <li>• Include a list of infectious diseases and incubation periods</li> <li>• How do you ensure confidentiality?</li> <li>• How do you ensure the rights of the individual with regards to equality and access and opportunity?</li> </ul> </li> <li>• State how you keep up to date with current health issues.</li> </ul>
Useful websites	<a href="http://www.dh.gov.uk">www.dh.gov.uk</a> <a href="http://www.hpa.org.uk">www.hpa.org.uk</a> <a href="http://www.nhs.uk">www.nhs.uk</a>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Administration of medication</li> <li>• Health and safety policy</li> <li>• Key person policy</li> </ul>

Name of Policy:	<b>Social networking and mobile phones</b>
Overall Aim	<p><i>For example:</i> The welfare, protection and safety of every child in our care is of paramount importance, and we take our responsibility to safeguard children seriously. We have procedures in place which we ask everyone to respect, to help promote the safety of the children in our care.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p>Social networking websites (such as Facebook, Twitter)</p> <ul style="list-style-type: none"> <li>• Do you have a social networking page?</li> <li>• Do the staff team connect with parents through their personal social networking pages? (If yes, consider implications for confidentiality and professionalism)</li> <li>• You could state that you value and respect the children and families that you work with, and pay high regard to confidentiality and privacy. Therefore it is our policy that staff do not send or accept friend invitations from parents or families of children that we care for on any social networking site</li> <li>• You may also consider in your policy long term friendships between staff and parents, who may have known each other for a lot of years. How will you deal with this? For example, you could include a statement that staff are responsible for ensuring confidentiality in these situations</li> </ul> <p>Mobile phones and cameras</p> <ul style="list-style-type: none"> <li>• Do you allow staff to keep personal mobile phones in the children's rooms? Ideally they should be stored in a locker</li> <li>• What about parents? Do you ask them not to use their mobile phones within the children's rooms?</li> <li>• You should state that photographs are only taken on the nursery camera, and are printed on the nursery computer so photographs of children do not leave the provision</li> <li>• Do you ask for parents' permission to take and use photos of their children?</li> </ul>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Safeguarding children policy</li> <li>• Complaints policy</li> <li>• Confidentiality policy</li> </ul>

Name of Policy:	<b>Special Educational Needs &amp; Disabilities (SEND) policy</b>
Overall Aim	<p><i>For example:</i> We are committed to providing an inclusive provision for children with special educational needs and disabilities (SEND). We recognise that all children have individual needs and strive to continuously meet these.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to the Statutory Framework for the Early Years Foundation Stage, page 26, 3.66 for specific legal requirements</i></p> <p><b>SENCo role</b></p> <ul style="list-style-type: none"> <li>• Who is the named person? (For group settings – for childminders this will be the childminder)</li> <li>• Role described?</li> <li>• Role in relation to others?</li> <li>• Have regard to SEN Code of Practice 2001 and the Disability Discrimination Act 1995 and 2005</li> </ul> <p><b>Management</b></p> <ul style="list-style-type: none"> <li>• SENCo’s place in strategic management?</li> <li>• How will it be implemented?</li> </ul> <p><b>Admissions</b></p> <ul style="list-style-type: none"> <li>• Arrangements for welcoming families and gathering information?</li> <li>• Special experience, training or skills?</li> </ul> <p><b>Resources and environment</b></p> <ul style="list-style-type: none"> <li>• How used to meet wide range of developmental needs?</li> <li>• Suitable premises?</li> <li>• How do you continually plan for creating an accessible environment?</li> <li>• Consider what reasonable adjustments could be made</li> </ul> <p><b>Identification, assessment and review</b></p> <ul style="list-style-type: none"> <li>• Procedure for identifying SEND? Consider parents views</li> <li>• Procedure for assessment?</li> <li>• Monitoring arrangements? (Early Years Action or Early Years Action Plus)</li> <li>• Review procedures?</li> </ul>

	<p><b>Early Years Foundation Stage</b></p> <ul style="list-style-type: none"> <li>• Access to Early Years Foundation Stage described?</li> <li>• Strategy for differentiation? Individual Learning and Provision Plans</li> </ul> <p><b>Inclusion</b></p> <ul style="list-style-type: none"> <li>• How is social integration achieved?</li> <li>• How is curricular integration achieved?</li> <li>• How is physical integration achieved?</li> </ul> <p><b>Staff development</b></p> <ul style="list-style-type: none"> <li>• Staff training opportunities, in house and through outside agencies</li> <li>• Regular meetings for SENCo</li> </ul> <p><b>External support and relations</b></p> <ul style="list-style-type: none"> <li>• Sources of support? E.g. Early Years Advisory Teacher</li> <li>• Details of Inclusion Officer</li> <li>• How does the SENCo liaise and share information with other agencies</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• Information sharing</li> <li>• Partnership working</li> <li>• How are parents wishes respected?</li> <li>• How are parental concerns recorded?</li> </ul> <p><b>Transition arrangements</b></p> <ul style="list-style-type: none"> <li>• Arrangements between settings?</li> <li>• Arrangements between settings and schools?</li> </ul> <p><b>Complaints</b></p> <ul style="list-style-type: none"> <li>• How do parents complain?</li> <li>• How will the setting deal with complaints?</li> </ul>
Useful websites	<a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Admissions policy</li> <li>• Complaints policy</li> <li>• Equal Opportunities / Inclusion policy</li> </ul> <p>Links to SEN toolkit, SEN Code of practice and “Supporting All Early Learners” document</p>

Name of Policy:	<b>Transport and outings policy</b>
Overall Aim	<p><i>For example:</i> Well organised outings can provide a wealth of learning opportunities for the children in our care. They can encourage children to appreciate the diversity in their local community and can extend their knowledge and understanding of the world around them. For outings that are further afield we may need to use transport and therefore must consider further safety precautions.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to the Statutory Framework for the Early Years Foundation Stage, page 25, 3.64</i></p> <p>How will you decide which outings you will make?</p> <ul style="list-style-type: none"> <li>• Choosing destinations that will extend children’s lines of interest</li> <li>• Opportunities for new physical challenges</li> <li>• Opportunities to explore unfamiliar natural surroundings, for instance a beach, forest etc</li> <li>• Opportunities to learn more about day to day functions, for instance posting a letter, choosing and buying fruit for snack time.</li> </ul> <p>What procedures are in place for risk assessing?</p> <ul style="list-style-type: none"> <li>• What will be risk assessed?</li> <li>• Who will carry it out?</li> <li>• When will it be carried out?</li> <li>• How will it be carried out? (It should consider the child with the most significant needs in the group)</li> <li>• How will you ensure everyone is aware of the risk assessment and any preventative steps they must take?</li> <li>• What documentation will be obtained – for children, for transport, for helpers? For example vehicle documents, insurance, DBS etc</li> </ul> <p>What procedures will be put in place for gaining parental consent?</p> <ul style="list-style-type: none"> <li>• How will it be sought and recorded?</li> <li>• When will it be sought?</li> <li>• If parental consent has not been received what will happen?</li> </ul>

	<p>Ratios?</p> <ul style="list-style-type: none"> <li>• Minimum of two adults</li> <li>• What ratios will you follow?</li> <li>• What will happen for children with individual needs?</li> <li>• How will children be supervised?</li> <li>• Will you include parents and volunteers in the ratios?</li> </ul> <p>What will you take with you?</p> <ul style="list-style-type: none"> <li>• First aid kit</li> <li>• Fully charged mobile phone</li> <li>• Changes of clothes</li> <li>• Nappies</li> <li>• Drinks</li> <li>• Snacks</li> </ul> <p>How will you handle toilet supervision and sick child procedures?</p> <p>How will you ensure throughout the outing that all children are safe? Consider:</p> <ul style="list-style-type: none"> <li>• Register</li> <li>• Regular head counts</li> <li>• Allocating responsibility for small groups to key adults</li> <li>• Identifiable outfits</li> <li>• Lost child policy</li> </ul> <p>How will you ensure that all parties are contactable at all times throughout the outing?</p>
Useful websites	<a href="http://www.dft.gov.uk">www.dft.gov.uk</a>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Child collection/Lost child policy</li> <li>• Health and Safety Policy</li> <li>• Learning and development</li> <li>• Partnership with parents</li> </ul>

Name of Policy:	<b>Safer recruitment</b>
Overall Aim	<p><i>For example:</i>  This organisation recognises the importance of ensuring the safety and welfare of all children who attend our provision. This document details the robust recruitment procedures and practices we will undertake to ensure that all staff employed in our setting are suitable to work with children.</p>

# Personnel Policies and Procedures

<p>Specific Objectives/ Statements and Procedures for how you will achieve each one:</p>	<p><i>Please refer to the Statutory Framework for the Early Years Foundation Stage, pages 13-16</i></p> <p><b>Recruitment</b></p> <ul style="list-style-type: none"> <li>• How will you advertise vacancies? Advertise internally/externally? Consider up to date job descriptions for vacancies.</li> <li>• How will you recruit new members of staff? Consider C.V.'s, application forms, short listing, and interviews etc. How will you ensure that all applicants are treated fairly? Do you score against a person specification?</li> <li>• How will you make a decision about the suitability of an applicant? Consider: <ul style="list-style-type: none"> <li>○ Full employment history</li> <li>○ Qualifications</li> <li>○ Minimum of two <b>written</b> references (including one from most recent employer)</li> <li>○ Interview – ensure interviewees are given the same opportunities, for instance by asking the same questions</li> <li>○ Identity checks</li> <li>○ Enhanced DBS disclosure</li> <li>○ Medical suitability</li> </ul> </li> <li>• How will you collect and store staff information? How long will you store application forms, interview notes etc for unsuccessful applicants?</li> <li>• Once recruited, what documentation will you put in place? For instance, staff contract, terms and conditions, staff handbook etc.</li> <li>• What induction procedures are in place? (brief explanation)</li>   <li>• Do you have a probationary period? How long is it and how will it be reviewed?</li> <li>• Do you hold exit questionnaires and interviews when staff leave?</li>   <p><b>Qualifications and skills</b></p> <ul style="list-style-type: none"> <li>• What childcare qualifications do you aim for? All supervisors and managers must hold a full and relevant level 3 qualification, and at least half of all other staff must hold a level 2. You may of course aim for higher qualifications than this.</li> <li>• At least half of all staff must have received training that specifically addresses the care of babies; and where there is an under 2yr olds room, the member of staff in charge must have</li> </ul> </ul>
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	<p>suitable experience.</p> <ul style="list-style-type: none"> <li>• How do you check the relevancy of childcare qualifications? (DfE qualifications checklist)</li> <li>• Do any of your staff hold higher level qualifications (such as Foundation degree) or Early Years Professional Status?</li> <li>• Have you/your team attended Paediatric first aid training in the last 3 years? Food hygiene? Safeguarding?</li> <li>• Specific experience required? For instance, for supervisor positions?</li> <li>• Commitment to continued professional development?</li> </ul> <p><b>Staff deployment</b></p> <ul style="list-style-type: none"> <li>• Note ratios – supervised at all times.</li> <li>• In group settings – named person to take charge in managers/leaders absence.</li> <li>• Consider deployment of staff in overnight care</li> <li>• Contingency plans for staff absence or an emergency</li> </ul>
Useful websites	<p><a href="http://www.pre-school.org.uk">www.pre-school.org.uk</a> <a href="http://www.gov.uk">www.gov.uk</a>  <a href="http://www.acas.gov.uk">www.acas.gov.uk</a> <a href="http://www.ndna.org.uk">www.ndna.org.uk</a>  Online Safer Recruitment Training</p>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Safeguarding children</li> <li>• Staff induction, training and development</li> <li>• Staff appraisal and supervision</li> </ul>
Name of Policy:	<p><b>Staff appraisal and supervision policy</b></p>
Overall Aim	<p><i>For example:</i>  Qualified and motivated staff are a vital aspect of a quality childcare setting. This policy outlines how regular staff supervision and appraisal will support staff in developing an understanding of the requirements of their role, as well as identifying ways for them to increase their skills and knowledge, in order to deliver an effective service to the children in their care.</p>

<p>Specific Objectives/ Statements and Procedures for how you will achieve each one:</p>	<p><b>Staff Appraisal and Supervision</b></p> <p><i>Please refer to the Statutory Framework for the Early Years Foundation Stage, page 17</i></p> <p>Appraisal</p> <ul style="list-style-type: none"> <li>• What is a staff appraisal?</li> <li>• What are the benefits?</li> <li>• Who will appraise whom?</li> <li>• How often will the appraisal take place?</li> <li>• Will the appraisal inform anything such as pay increases?</li> <li>• Identify training needs</li> <li>• When will it be reviewed?</li> <li>• What will be the impact of staff appraisals? E.g. access to further training, opportunities to work in other areas.</li> </ul> <p>Supervision/One-to-one Meetings</p> <ul style="list-style-type: none"> <li>• How often will these be held?</li> <li>• What is the purpose of these meetings?</li> <li>• What are the benefits?</li> <li>• Who will conduct these?</li> <li>• How will they be recorded? And stored?</li> <li>• Will these feed into the appraisal process?</li> </ul>
<p>Useful websites</p>	<p><a href="http://www.acas.org.uk">www.acas.org.uk</a> <a href="http://www.pre-school.org.uk">www.pre-school.org.uk</a> <a href="http://www.opsi.gov.uk">www.opsi.gov.uk</a> <a href="http://www.gov.uk">www.gov.uk</a></p>
<p>References to other relevant policies:</p>	<ul style="list-style-type: none"> <li>• Staff disciplinary procedures</li> <li>• Staff grievance procedures</li> <li>• Confidentiality policy</li> </ul>

<p>Name of Policy:</p>	<p><b>Staff disciplinary procedures</b></p>
<p>Overall Aim</p>	<p><i>For example:</i> This organisation recognises that clear rules and boundaries benefit employees. This policy clearly states our expectations for staff behaviour and performance and defines the process to be followed should staff fail to</p>

	meet the required standards.
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><b>Our principles</b></p> <ul style="list-style-type: none"> <li>• How do you try to avoid disciplinary procedures? For example, inductions, training, appraisals and supervisions, clear policies and procedures</li> <li>• How will you deal with allegations? For instance, establish the facts quickly, follow procedure consistently.</li> <li>• You should state that no disciplinary action will be taken before a case has been fully investigated.</li> <li>• You should make it clear that an employee will always have the right to appeal against any disciplinary action that is taken</li> </ul> <p><b>Disciplinary procedure</b></p> <ul style="list-style-type: none"> <li>• Initially you should send a written note to the member of staff detailing the allegation made against them.</li> <li>• How will the incident be investigated? This may include for instance, interviews with other staff members, or looking at documentation, such as attendance records</li> <li>• An investigation should: <ul style="list-style-type: none"> <li>○ Be non-discriminatory</li> <li>○ Apply equally to all staff, irrespective of gender, marital status, sexual preference, race, disability</li> <li>○ Not presume anything. You need to keep an open mind</li> </ul> </li> <li>• Who will conduct the investigation? – Manager, Owner, Committee Member?</li> <li>• Will the staff member continue to work in the setting whilst the allegation is investigated? It may be that you can move them to a different area of the provision or give them different duties whilst investigating, although for some cases of misconduct you may decide to suspend the staff member on full pay</li> <li>• After any investigation there should always be an opportunity to discuss the allegation with the staff member</li> <li>• In cases of unsatisfactory performance, issues may be dealt with initially in appraisals, supervisions or informal discussion with the leader/manager. Consider using a development plan for the staff member to track their practice and progress</li> </ul>

	<ul style="list-style-type: none"> <li>• If disciplinary action is needed then the procedure will usually follow a particular order, such as:</li> </ul> <p><i>Formal Verbal Warning</i></p> <ul style="list-style-type: none"> <li>• What is a formal verbal warning?</li> <li>• When will it be implemented?</li> <li>• What will the arrangements be for this? 1-2-1 meeting, written record, where will it take place, who would be involved, how long might it stay on staff records?</li> </ul> <p><i>Written Warning</i></p> <ul style="list-style-type: none"> <li>• When will a written warning be implemented? It may be due to the level of misconduct or may follow on from a formal verbal warning</li> <li>• What will the written warning contain? State reason and length of period for improvement.</li> <li>• How long will it be on staff records? 12 months?</li> </ul> <p><i>Final Written Warning</i></p> <ul style="list-style-type: none"> <li>• State under what circumstances a final written warning will be issued? Usually for serious misconduct or when an employee already has a written warning on file</li> <li>• What will the warning state (full details)</li> <li>• How long will it be kept on record for?</li> <li>• Where will it be kept?</li> </ul> <p><i>Instant dismissal</i></p> <ul style="list-style-type: none"> <li>• Due to gross misconduct. Please refer to <a href="http://www.acas.org.uk">www.acas.org.uk</a> for further guidance</li> </ul> <p><b>Gross Misconduct</b></p> <ul style="list-style-type: none"> <li>• What is gross misconduct? Consider child abuse, discrimination, harassment, bribes, unfit for work (drugs/alcohol), bullying (child/staff), theft/fraud, deliberate/wilful damage, being unfit under terms of Care Standards Act 2000 or the Children Act 2004, negligence that may cause injury. State that this is not an exhaustive list.</li> <li>• What procedures will be in place during investigation of gross misconduct?</li> <li>• What length of time will the investigation take? Wherever possible this should be capped at a maximum number of days to minimise distress – usually no more than 5 days</li> </ul>
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	<p><b>Appeals</b></p> <ul style="list-style-type: none"> <li>• What rights do staff have to appeal? What procedure will they need to follow? For instance, putting their appeal in writing</li> <li>• How long do they have to appeal? For instance 5 days</li> <li>• Who deals with it? This should not be the person who was involved in the original investigation or disciplinary procedure</li> <li>• Return communication – in what form and period of time?</li> </ul> <p><b>Allegations against Staff</b></p> <ul style="list-style-type: none"> <li>• If against staff – who will investigate? Follow procedures in Safeguarding Policy</li> <li>• If against leader – who will investigate and how?</li> </ul> <p>Ensure a copy of your disciplinary procedures are given to all new employees.</p>
Useful websites	<p><a href="http://www.acas.org.uk">www.acas.org.uk</a>    <a href="http://www.pre-school.org.uk">www.pre-school.org.uk</a></p>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Safeguarding children policy</li> <li>• Equal opportunities policy</li> <li>• Staff grievance procedures</li> <li>• Complaints policy</li> <li>• Whistle blowing policy</li> </ul>

Name of Policy:	<b>Staff grievance procedures</b>
Overall Aim	<p><i>For example:</i>  This organisation is aware that on occasion, staff may have a concern or complaint that they feel needs to be raised with their managers. This document gives a detailed overview of the procedures to be followed should a staff member wish to invoke the grievance process.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p>Mention adherence to Statutory Grievance Procedures (October 2004).</p> <ul style="list-style-type: none"> <li>• How do you prevent grievances e.g. rules, guidance and workable procedures, opportunities for informal discussions, appraisals?</li> <li>• Access statutory grievance procedures e.g. acas web site (<a href="http://www.acas.org.uk">www.acas.org.uk</a> or <a href="http://www.pre-school.org.uk">www.pre-school.org.uk</a>)</li> <li>• Follow the 3 step process within the statutory procedure (written statement, meeting and discussion, and appeal)</li> <li>• Who can accompany the employee at any of the stages?</li> <li>• How soon will the meeting take place after receiving a written grievance?</li> <li>• What can be discussed at the meeting?</li> <li>• How do you ensure attendance at the meeting?</li> <li>• When will the setting make its decision and notify the employee?</li> </ul> <p><b>Appeals</b></p> <ul style="list-style-type: none"> <li>• Have you notified the employee of their right to appeal within 5 days of the date of the decision letter?</li> <li>• How do you know if an appeal is necessary?</li> <li>• What steps does the employee follow to appeal against the decision?</li> <li>• When will the appeal hearing be heard and by whom?</li> <li>• What happens at the appeal meeting and who is present? (consider alternative personnel from step 2 e.g. different committee members, more senior staff)</li> </ul>

	<ul style="list-style-type: none"> <li>• How do you inform the employee of the decision of the appeal?</li> <li>• How do you record the proceedings of the appeal?</li> <li>• Ensure procedures are given to employee with contract.</li> </ul>
Useful websites	<a href="http://www.acas.org.uk">www.acas.org.uk</a> <a href="http://www.pre-school.org.uk">www.pre-school.org.uk</a> <a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Whistle blowing policy</li> <li>• Staff appraisal and supervision policy</li> <li>• Confidentiality policy</li> </ul>

Name of Policy:	<b>Staff induction, training and development</b>
Overall Aim	<p><i>For example:</i>  This organisation believes that induction is an important phase in the initial stages of staff employment and understands the importance of ensuring that new staff members are aware of the structure of the organisation, as well as being clear about their role. Regular opportunities for staff to develop their skills and knowledge are essential aspects in ensuring staff continually strive to improve their practice. This policy provides an outline of the induction process to be completed by all new employees, as well as clear guidance on how staff will be supported to maintain and improve the quality of their practice.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p><i>Please refer to the Statutory Framework for the Early Years Foundation Stage, Page 16, 3.18</i></p> <p><b>Staff Induction</b></p> <ol style="list-style-type: none"> <li>1. Who will be involved with this?</li> <li>2. What will new members of staff be required to know? How will you tell them? (Written, spoken, staff handbook?)</li> <li>3. What will be the time scale for staff induction? There will be some things that you will want a new staff member to be aware of straight away for example some health and safety procedures. However, offering too much information in the beginning may prove overwhelming and may be harder for the new team member to retain.</li> <li>4. Will they have a mentor? If so, who? A mentor with a good understanding of the provision's policies and procedures will ensure that the new staff member receives the correct information from the start.</li> <li>5. Topics to consider for induction procedures are: <ul style="list-style-type: none"> <li>• Introduction to colleagues, structure of company and layout of setting</li> <li>• Health and safety, environmental issues, (e.g. food handling, washing hands, record keeping, registration systems, etc.)</li> <li>• Emergency procedures</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Company/setting policies and procedures – discussed and signed, copies given</li> <li>• Staff roles and responsibilities</li> <li>• Curriculum and planning information</li> <li>• Data Protection and confidentiality</li> <li>• Wages, holiday pay and entitlements</li> <li>• Contract, main terms and conditions of employment, job description</li> <li>• Knowledge and support available, outside support agency information</li> </ul> <p><b>Training Opportunities</b></p> <ol style="list-style-type: none"> <li>1. What is the importance of continued professional development?</li> <li>2. How will you encourage staff to attend regular training? How will you overcome potential barriers? Will staff be paid for training?</li> <li>3. Whose responsibility is it to identify staff training needs? How will these needs be identified (e.g. staff appraisal)</li> <li>4. How will training be financed?</li> <li>5. How many days of training will staff attend each year?</li> <li>6. How will training attended by one or two staff members be effectively cascaded to the staff team?</li> <li>7. How will you prioritise training e.g. 16 people on same course, or 1 person attending all courses?</li> <li>8. How will you source information of where courses will be held?</li> <li>9. How will you ensure that legal requirement training is met, e.g. Food hygiene, first aid, safeguarding children, health and safety etc? Why is it necessary to attend this training?</li> </ol> <p><b>Staff Meetings</b></p> <ol style="list-style-type: none"> <li>1. How often will these be held?</li> <li>2. Who will be present?</li> <li>3. Who will be in charge?</li> <li>4. What are the benefits?</li> <li>5. What is the purpose?</li> <li>6. Will these be documented? And how will they be stored?</li> </ol>
Useful websites	<a href="http://www.acas.org.uk">www.acas.org.uk</a> <a href="http://www.pre-school.org.uk">www.pre-school.org.uk</a> <a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a> <a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a>
References to other relevant policies:	<ul style="list-style-type: none"> <li>• Staff disciplinary procedures</li> <li>• Staff grievance procedures</li> </ul>

	<ul style="list-style-type: none"> <li>• Confidentiality policy</li> </ul>
Name of Policy:	<b>Student placement and volunteer policy</b>
Overall Aim	<p><i>For example:</i>  This organisation recognises the need for a highly qualified childcare workforce and believes offering opportunities to students and volunteers can help to achieve this goal. We realise the benefits of offering students and volunteers the chance to observe high quality practice and want to ensure that it is a valuable and informative experience for any students or volunteers who are involved with our organisation. As with our employees, we undertake robust recruitment procedures to ensure that all students and volunteers are suitable to work with children.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<ul style="list-style-type: none"> <li>• What is your induction process for students and volunteers?</li> <li>• Will you carryout DBS checks, approach referees and compile a staff file containing emergency contacts etc?</li> <li>• How are policies and procedures explained and do you keep a signed agreement between setting and student?</li> <li>• Are requirements regarding expectations of things such as punctuality and dress code clear?</li> <li>• Do you have a student/volunteer handbook, which gives them important information?</li> <li>• How will you share information on individuals whilst maintaining confidentiality?</li> <li>• How will you develop links with colleges and build relationships with course tutors?</li> <li>• Do you understand the requirements of the college course the student will be attending?</li> <li>• Have you identified a member of staff within your setting who will act as a mentor?</li> <li>• Will you include students and volunteers in your ratios?</li> <li>• How will students and volunteers be incorporated into a room? Will there be a limit such as one per room?</li> <li>• If students or volunteers are unsuitable how will you resolve this?</li> </ul>

Useful websites	<a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a>
References to other relevant policies:	<ul style="list-style-type: none"><li>• Safer recruitment</li><li>• Staff induction, training and development</li></ul>

Name of Policy:	<b>Whistle blowing policy</b>
Overall Aim	<p><i>For example:</i>  We recognise that our team are our biggest asset and we value and respect each others opinions. If any staff member has concerns about a colleague’s practice they should raise their concerns with a member of the management team who will investigate the matter promptly. Any concerns raised by a member of staff will be taken seriously and dealt with appropriately.</p>
Specific Objectives/ Statements and Procedures for how you will achieve each one:	<p>A whistle blowing policy is a complaints procedure for staff and so should be written in conjunction with your complaints policy and staff grievance procedure. There are however some extra points to consider.</p> <p>Many people find it hard to raise a complaint or a concern about someone they work with on a daily basis. They may be worried that it will spoil their future working relationships or be worried that someone will see them as ‘telling tales’. You will need to reassure staff through your policy that their concerns will be dealt with sensitively. Also consider how you will deal with confidentiality.</p> <p>You should state who the staff member should take this concern to, for instance their line manager or committee chair.</p> <p>You should state that there will be no retribution for the concerned staff member if their concern is genuine. But also consider what would happen if the concern raised was found to be malicious?</p> <p>Please refer to your complaints policy for guidance in completing this procedure. You can also use the provider complaints record to record the steps that you take to investigate a staff members concern.</p>
Useful websites	<p><a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a> <a href="http://www.safeguardingchildren.co.uk">www.safeguardingchildren.co.uk</a></p>
References to other relevant policies:	<ul style="list-style-type: none"> <li>● Complaints policy</li> <li>● Safeguarding Children Policy</li> <li>● Staff grievance procedure</li> </ul>

# Appendices