POLICIES AND PROCEDURES
REVISED NOV 2026



William Older Playgroup

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William Older

Updated November 2026

Dear Parents/Carers, Staff and Friends of the Playgroup,

THE REVIEW AND DEVELOPMENT OF OUR POLICIES AND PROCEDURES

This document contains the policies and procedures for the William Older Playgroup, Angmering. We appreciate that it is a long and very detailed record of how we operate but it does contain some very important information and we hope that you will spend time reading it.

All parents/carers sign when their child joins the playgroup that they will abide by our policies and procedures. All staff also sign to say they have read the document as a part of a review of their contract of employment annually.

Sue Droy, the Manager of William Older, regularly reviews the policies ensuring that we incorporate the latest guidance and legislation. We take advice from many organisations that are referenced in various points in the document including the Pre-School Learning Alliance and the local authority. We state that all policies are reviewed at least once every two years although in practice the review of our policies is on-going.

Our Trustees (as the body which have overall management responsibility for the playgroup) are informed of any changes to our policies/procedures at their meetings which occur four times a year. Any significant changes would need their approval.

We are constantly trying to improve the playgroup, including our policies and procedures and we welcome input from parents/carers, staff or any other interested parties. If anyone has any suggestions or comments, please do not hesitate to speak to Sue Droy.

We hope that you will them useful.

Yours faithfully,

Sue Droy
Manager

William Older

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William Older

Section 1
CHILD PROTECTION

William Older

Safeguarding and Welfare Requirement: Child Protection
Providers must have and implement a policy, and procedures, to safeguard children

1.1 Children's rights and entitlements

Policy statement

- We promote children's right to be *strong, resilient and listened to* by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be *strong, resilient and listened to* by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be *strong, resilient and listened to* by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

What it means to promote children's rights and entitlements to be '*strong, resilient and listened to'.*

To be strong means to be:

- secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school;
- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- included equally and belong in early years' settings and in community life;
- confident in abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- to be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- to participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be resilient means to:

- be sure of their self-worth and dignity;
- be able to be assertive and state their needs effectively;
- be able to overcome difficulties and problems;
- be positive in their outlook on life;
- be able to cope with challenge and change;
- have a sense of justice towards self and others;
- to develop a sense of responsibility towards self and others; and
- to be able to represent themselves and others in key decision making processes.

To be listened to means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;

- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

This policy was adopted at a meeting of	WILLIAM OLDER PLAYGROUP
Held on	25th June 2026
Date to be reviewed	June 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

Safeguarding and Welfare Requirement: Child Protection
Providers must have and implement a policy, and procedures, to safeguard children

1.2 Safeguarding children, young people and vulnerable adults

Policy statement

The William Older Playgroup will work with children, parents and the community to ensure the rights and safety of children, young people and vulnerable adults.

Procedures

We carry out the following procedures to ensure we respond appropriately to responding to child protection and safeguarding concerns.

Key commitment 1

We are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

- Our designated person(s) (a member of staff) who co-ordinates child, young person and vulnerable adult protection issues and acts as Safeguarding Lead is: Sue Droy (Manager) and Tara Seymour (Deputy Manager).
- Please refer to the DfE guidance: Keeping Children Safe in Education; Annex C: Role of the Designated Safeguarding Lead for description of duties.
- We ask all parents/carers to record in the 'bumps and bruises' book, any pre-existing injuries. The bumps and bruises book is kept in the office. Completed pages are filed in a locked filing cabinet.
- When the setting is open but the designated person is not on site, a suitably trained deputy is available always for staff to discuss safeguarding concerns.
- Our designated officer (a member of the management team) who oversees this work is: Cindy Forsyth (Trustee).
- The designated person, the suitably trained deputy (Tara Seymour) and the Safeguarding officer ensure they have relevant links with statutory and voluntary organisations with regard to safeguarding.
- The designated person (and the person who deputises for them) understands safeguarding procedures, attends relevant training at least every two years and continually refreshes their knowledge of safeguarding.
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the appropriate agency, whether Integrated Front Door, LADO, Ofsted, Prevent, Police, Trustees or a combination of all depending on the incident.
- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help and have been informed of the 2021 update (as defined in the *Department of Education (DfE) guidance, Keeping Children Safe in Education 2023)* and are able to identify those children and families who may be in need of early help and enable them to access it.
- All staff understand thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm.

- All staff understand their responsibilities under the General Data Protection Regulations and the circumstances under which they may share information about you and your child with other agencies.
- All staff understand how to escalate their concerns if they feel either the local authority and/or their own organisation has not acted adequately to safeguard.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of mobile phones), whistleblowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
- Volunteers must:
    - be aged 17 or over;
    - be considered competent and responsible;
    - receive a robust induction and regular supervisory meetings;
    - be familiar with all the settings policies and procedures;
    - be fully checked for suitability if they are to have unsupervised access to the children at any time.
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
    - the criminal records disclosure reference number;
    - certificate of good conduct or equivalent where a UK DBS check is not appropriate;
    - the date the disclosure was obtained; and
    - details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us). Staff are asked to sign annually to confirm their situation is unchanged. Staff are informed it is their responsibility to inform the playgroup of any changes immediately.
- All staff and volunteers are required to notify us if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children.
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- Procedures are in place to record the details of visitors to the setting.
- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.

- Any personal information is held securely and in line with data protection requirements and guidance from the ICO.
- The designated person in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision and support.
- The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to the Integrated Front Door agency, the LADO, Ofsted or RIDDOR.

Key commitment 2

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG, 2015) and the Care Act 2014.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
  - When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
  - significant changes in their behaviour;
  - deterioration in their general well-being;
  - their comments which may give cause for concern, or the things they say (direct or indirect
  - disclosure);
  - changes in their appearance, their behaviour, or their play;
  - unexplained bruising, marks or signs of possible abuse or neglect; and
  - any reason to suspect neglect or abuse outside the setting.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSCB procedures are followed. If

the child has current involvement with social care the social worker is notified on the day of the unexplained absence.

- We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.
- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.
- Staff members, including the Designated Child Protection Officer and Safeguarding Lead have completed Channel training, online Prevent training and attends local training available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- We are aware of the mandatory duty that applies to teachers, including early years' practitioners, and health workers to report cases of Female Genital Mutilation to the police.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns and follow the LSCB procedures.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person. The information is stored in a file in a locked drawer of the office.
- In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns to the Integrated Front Door agency and co-operate fully in any subsequent investigation. NB in some cases this may mean the police or another agency identified by the Local Safeguarding Children Board.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
- We have a whistleblowing policy in place.
- Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing; if they feel that the organisation has not acted adequately in relation to safeguarding they can contact the NSPCC whistleblowing helpline.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern,

such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:

- listens to the child, offers reassurance and gives assurance that she or he will take action;
- does not question the child, although it is OK to ask questions for the purposes of clarification;
- makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The member of staff acting as the designated person is informed of the issue at the earliest opportunity, and within one working day.
- Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns. We include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

Making a referral to the Integrated Front Door agency

- We will initially telephone the Integrated Front Door agency with any concerns.
- We will complete the referral form online detailing all relevant details.
- We will keep a copy of this document in a locked drawer in the office.

Escalation process

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSCB escalation process.
- We will ensure that staff are aware of how to escalate concerns.

Informing parents

- Parents are normally the first point of contact. Concerns are discussed with parents to gain their view of events, unless it is felt that this may put the child at risk or interfere with the course of a police investigation. Advice will be sought from the Integrated Front Door agency if necessary.
- Parents are informed when we make a record of concerns in their child's file and that We also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed while the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed at risk.
- This will usually be the case where the parent is the likely abuser.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should seek advice from children's social care, about whether to advise parents beforehand, and should record and follow the advice given.

Liaison with other agencies

- We work within the Local Safeguarding Children Board guidelines.
- The current version of 'What to do if you're worried a child is being abused' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.

- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
  - inappropriate sexual comments;
  - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We ensure that all staff and volunteers know how to raise concerns about a member of staff or volunteer within the setting. We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with Our response
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the Local Authority Designated Officer (LADO) to investigate and/or offer advice. The LADO in West Sussex sits as part of the Integrated Front Door agency.
- We will also report any such alleged incident to Ofsted (unless advised by LADO that this is unnecessary due to the incident not meeting the threshold), as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by the Integrated Front Door agency in conjunction with the police.
- Where the management team and the Integrated Front Door agency agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process.

Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

Key commitment 3

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering children through Our early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals.
- The Designated Child Protection Officer and the Designated Safeguarding Lead receive appropriate training, as recommended by the Local Safeguarding Children Board, every two years and refresh their knowledge and skills at least annually.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure, and only if appropriate under the guidance of the Local Safeguarding Children Board.

Legal framework

Primary legislation

- Children Act (1989 s47)

- Protection of Children Act (1999)
- The Children Act (2004 s11)
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)

Secondary legislation
- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- General Data Protection Regulations (GDPR) (2018)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Care Act (2014)
- Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)

Further guidance

- Department of Education (DfE) guidance, Keeping Children Safe in Education 2023
- DfE guidance: Keeping Children Safe in Education 2021; Annex C: Role of the Designated Safeguarding Lead
- Working Together to Safeguard Children (HMG, 2018)
- What to do if you're Worried a Child is Being Abused (HMG, 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2008)
- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Guidance for Practitioners providing Safeguarding Services (DfE 2015)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2016)
- 'Keeping Children Safe in Education'. Updated September 2023.

This policy was adopted at a meeting of	WILLIAM OLDER PLAYGROUP
Held on	25th June 2026
Date to be reviewed	June 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

Safeguarding and Welfare Requirement: Child Protection
Providers must have and implement a policy, and procedures, to safeguard children

1.3 Children Looked After

Policy statement

Early years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

Definition of 'Children Looked After' (CLA): Children and young people become 'looked after' if they have either been taken into care by the local authority or have been accommodated by the local authority (a voluntary care arrangement). Most CLA will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being.

Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works.

We place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on these two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness to learning and are the basis of developing positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as CLA.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

- The Manager would have overall responsibility.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure**/ ensures** appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially regarding the birth parent's or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.
- Each child is treated as an individual whose needs are catered for accordingly; this is the same for looked after children as for all other children.
- The keyworker and the setting will cooperate with other agencies and feed into the child's IEP, as appropriate.
- A care plan will also consider:
    - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;

    - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed;
    - what written reporting is required;
- Further observations about communication, interests and abilities will be noted to firm a picture of the whole child.
- Any concerns about the foster carer's treatment of the child, or if abuse is suspected, are recorded and reported to the child's social care worker according to the setting's child protection children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Further guidance

- West Sussex County Council Virtual School for Children Looked After (2016)
- Guidance on the Education of Children and Young People in Public Care (DfE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfE 2005)
- Supporting Looked After Learners - A Practical Guide for School Governors (DfE 2006)

This policy was adopted at a meeting of	WILLIAM OLDER PLAYGROUP
Held on	25th June 2026
Date to be reviewed	June 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

Safeguarding and Welfare Requirement: Child Protection
Providers must have and implement a policy, and procedures, to safeguard children

1.4 Uncollected child

Policy statement

If a child is not collected by an authorised adult at the end of a session/day, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
  - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
  - Place of work, address and telephone number (if applicable).
  - Mobile telephone number (if applicable).
  - Names, addresses, telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
  - Who has parental responsibility for the child.
  - Information about any person who does not have legal access to the child.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child. In an emergency situation, we will usually accept telephone authorisation from a parent for another adult to collect their child (however if we are in any doubt, we would not allow the child to leave).
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
  - We inform parents that we apply our child protection procedures in the event that their children are not collected from setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session/day, we follow the following procedures immediately:
  - The child's file is checked for any information about changes to the normal collection routines.
  - If no information is available, parents/carers are contacted at home or at work. If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
  - All reasonable attempts are made to contact the parents or nominated carers.
  - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
  - We contact our local authority children's social services care team after one hour.
  - The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
  - Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
  - We contact our local authority children's social care team

- Under no circumstances do staff go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.

- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed: 0300 1231231

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Other useful Pre-school Learning Alliance publications:

- Child Protection Record (2007)

Safeguarding and Welfare Requirement: Child Protection
Providers must have and implement a policy, and procedures, to safeguard children

1.5 Missing child

Policy statement

Children's safety is always maintained as the highest priority both on and off premises. Every attempt is made through carrying out the outings procedure and the exit/entrance procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the Manager (or her Deputy).
- The Manager/Deputy will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the parent is contacted, and the missing child is reported to the police.
- The setting leader talks to the staff to find out when and where the child was last seen and records this.
- The setting leader contacts the Registered Person and reports the incident. The Registered Person carries out an investigation and may come to the setting immediately. The LADO would be informed.

Child going missing at St. Margaret's 'Explorers'

Whilst children are using the classroom at St. Margaret's for the 'Explorers' club, the following procedures would occur if at any point a child was identified as missing:

- A headcount and Register check would be initiated.
- A phone call or personal visit to the Playgroup site to check the missing child was not there.
- The classroom and surrounding areas would be searched.
- St Margaret's office alerted.
  If the child was still not accounted for then we would move on to the procedures stated in the '*Child going missing on the premises'.*

Child going missing on an outing

This describes what to do when staff has taken a small group on an outing, leaving the setting leader and/or other staff back in the setting. If the Manager has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.

- The Manager/Deputy is contacted immediately, and the incident is reported.
- The Manager/Deputy contacts the police and reports the child as missing.
- The Manager/Deputy contacts the parent, who makes their way to the setting or outing venue as agreed with the Manager/Deputy. The setting is advised as the best place, as by the time the parent arrives, the child may have been returned to the setting.
- Staff take the remaining children back to the setting.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The Manager contacts a Trustee and reports the incident. The Trustees carries out an investigation and may come to the setting immediately.
- The Manager, or designated staff member may be advised by the police to stay at the venue until they arrive.
- The LADO would be informed.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The Manager/Deputy together with the representative from the Trustees speaks with the parent(s).
- The Trustees carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing:
  - The date and time of the report.
  - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
  - When the child was last seen in the group/outing.
  - What has taken place in the group or outing since the child went missing.
  - The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. The Integrated Front Door agency may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. Setting leaders need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be a Trustee. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must

not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.

- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The Trustees will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

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Role of signatory	Trustee

Safeguarding and Welfare Requirement: Child Protection
The safeguarding policy and procedures must include an explanation of the action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting.

1.6 Acceptable User Policy

Policy statement

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones, cameras and all other personal devices and computers in the setting.

This policy should be read in conjunction with our safeguarding policies. Any concerns should be raised to the Designated Safeguarding Lead or the Manager. Our Designated Safeguarding Lead, along with the Manager, takes responsibility for online safety concerns and deals with them in the same way as any other safeguarding concern.

Procedures

Personal Mobile Phones

- Personal mobile phones belonging to members of staff are not used on premises during working hours.
- At the beginning of each individual's shift, personal mobile phones are stored in the store cupboard, kitchen or the office.
- In the event of an emergency, personal mobile phones may be used in the privacy of the office, the family room or the kitchen with permission from the manager.
- Members of staff ensure that the telephone number of the setting is known to immediate family and other people who need to contact them in an emergency.
- If members of staff take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls as this will distract them.
- Members of staff will not use their personal mobile phones for taking photographs of children.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. There is an exception if a visitor's company or organisation operates a working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone where there are no children present.

Cameras and videos

- Members of staff must not bring their own cameras or video recorders into the setting unless by prior arrangement from the Manager for educational purposes.
- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting (unless agreed).
- Photographs or recordings of children are only taken on equipment belonging to the setting.
- Staff are required to disable camera, call and messaging services on their smart watch when at work.
- Staff are not at any time permitted to use recording equipment on their mobile phones/smart watches, for example: to take recordings of children, or sharing images.
- A separate policy regarding the use of smart phones for the purpose of videos and photos owned by William Older Playgroup is available and has been signed by all staff.
- Camera and video use is monitored by the setting manager

- Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included. Those attending events are advised that under no circumstances must photographs be posted on Facebook or other social networking (whether the permission from the parent/carer has been sought or not).
- Photographs and recordings of children are only taken of children if there is written permission to do so (found on the individual child's registration form).
- There is a separate form for parents/carers to agree for photographs of their children to appear on the William Older Playgroup website.
- From time to time the playgroup asks local newspapers/village magazines to cover special events or news. When this is the case parents/carers are separately advised and permission sought.

Use of Social Media Policy

This social media policy applies to all parents, staff, students/volunteers and friends of the William Older Playgroup.
This policy includes (but is not limited to) the following technologies: Social networking sites, blogs, discussion forums, collaborative online spaces, media sharing services (i.e. You Tube) and micro-blogging (i.e. Twitter)
As part of our duty to safeguard children it is essential to maintain the privacy and security of all our families. We therefore require that:

- No photographs taken within the playgroup or at playgroup special events and outings with the children are to be posted. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children. (This excludes those photographs taken by staffs for the children's online learning journal, which are sometimes used for display in the setting, for use on the William Older website, or Facebook page, and in other advertising material if parental permission is given).
- We ask parents' permission to put photographs of their children on our Facebook page or website on our registration form.
- No public discussions are to be held or comments made on social media sites regarding the playgroup children and staff except appropriate use for marketing fund raising events).

Use of technology by children

The setting has one ICT tilt and touch table and two tablets available for use by the children. They are not available each and every session as we like the children to play with a range of resources, both inside and out. The devices are sometimes connected to the internet. The devices require an adult to input a code so that they can access the Internet. We use Microsoft Family to restrict the websites able to be accessed to those which we deem safe for young children. Each week we have a report sent to the office computer of the websites accessed. This is reviewed by senior staff members.

We supervise the use of computers/tablets and observe how the devices are being used. Staff are trained that if they have any concerns about the way in which the technology is used then they should raise it with the Manager or DSL in the same way as other safeguarding concern. For example, if a child was searching for an age inappropriate game or website.

We use 'Smartie the Penguin' and other age appropriate resources to educate the children about Internet Safety. We regularly reinforce messages to the children about telling their responsible adults if anything unexpected appears on their tablets and computers.

Parents are periodically signposted to resources to use at home.

Use of the Office Computers

We have two computers for use by staff. One is in the main office and one is in the family room. The computers are locked and required a password to access them. Only certain senior staff have access to the confidential files. We have a NAS drive which is backed up every night and encrypts the file for additional security.

Staff Training

Staff are kept up to date with any changes to the computers at staff meeting. At this time staff are provided with training, as necessary, as to how to use the computers/devices safely with the children.

Use of Social Media

We understand that Angmering is a 'close-knit' village and the paths of staff and parents often cross simply by the nature they all live in the same community. We frequently include in our newsletters that parents should not be offended if a staff member, or another parent, choose not to accept their friend request. Staff are not allowed to communicate with parents about any playgroup business (including messages about individual children's development, health or welfare) using their own social networking accounts. If parents do contact them then staff members are required to redirect them to an official channel of communication (either phone or email or if really necessary, the playgroup's Facebook page).

Staff and parents must not mention the playgroup, or any staff member, in a way that could be detrimental to the organisation or its service users. Any member of staff, student or volunteer found to be posting remarks or comments that breach confidentiality, bring playgroup into disrepute or that are deemed to be of a detrimental nature to the playgroup's other employees will face disciplinary action in line with the disciplinary procedures.

We view cyber bullying either by staff or parents to be totally unacceptable. Any incidences of cyber bullying should be immediately reported to the Manager. It would be a disciplinary offence for staff members.

Any comment deemed to be inappropriate is to be reported to the Manager (or a Trustee) and investigated and any action taken will be at their discretion.

William Older Playgroup has a Facebook page available. This is a communication tool for the setting. We will use it to

- Promote certain events such as parent consultations, trips, social events & visitors
- Update parents on staff training & development
- To update parents with news and other reminders
- To show photos of activities, trips or special events

We also want to invite your thoughts & comments.

The playgroup's administrator is the page admin and will update the page on a regular basis. The playgroup reserves the right to delete any comments which are deemed to be unhelpful or compromise children's safety or damage the reputation of the playgroup.

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Role of signatory	Trustee


William
Older

The Prevent Duty Guidance came into force in July 2015. It requires all settings to keep their children safe, promote welfare and have a due regard to prevent people from being drawn into terrorism.

1.7 Prevent Duty and British Values

Policy statement

The William Older Playgroup actively promote**/ promotes** inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, we understand our legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. The setting makes reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding, we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

The Prevent Duty is a legal requirement placed on all education providers in England to prevent people from being drawn into terrorism. The aim of the duty is to safeguard vulnerable individuals from the risks of radicalisation and extremist views. Early Years Providers have a critical role in the Prevent Duty. The Early Years Foundation Stage (EYFS) describes clear duties that Early Years Providers have to keep children safe and promote their welfare. It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere. The Ofsted Common Inspection Framework implemented in September 2015 includes reference to "providers promoting children's welfare and preventing radicalisation and extremism".
Procedures

British Values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the Fundamental British Values in the Early Years guidance (Foundation Years 2015):

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
  - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.

- Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
  - Practitioners ensure that children understand their own and others' behaviour and its consequence.
  - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty***, or** freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
  - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
  - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
  - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
  - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- *At William Older Playgroup it is not acceptable to:*
  - actively promote intolerance of other faiths, cultures and races
  - fail to challenge gender stereotypes. We do not segregate girls and boys for play.
  - isolate children from their wider community
  - fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Prevent Strategy

Under the Counter-Terrorism and Security Act 2015 we also have a duty "to have due regard to the need to prevent people from being drawn into terrorism". We recognise that the playgroup could potentially play a significant part in the prevention of terrorism by assessing, observing and reporting any unusual behaviour of the children and their families.

All staff are Prevent Duty trained and are alert to harmful behaviours by influential adults in the child's life. We are aware how this may include discriminatory and/or extremist discussions or actions between parents, family and/or staff members and how it may manifest itself in children's play/talk.

Should a staff member observe any behaviour of concern (from a child, their siblings, parents or any other family member) they would follow the procedures outlined in our Prevent Duty training, safeguarding and child protection policies. In most circumstances we would phone

the Integrated Front Door agency and make a 'channel' referral although if the matter was urgent we would call the police directly. The setting would not hesitate to work actively with the police and other agencies to ensure the safety of all concerned as appropriate. We are aware of the procedures for reporting such incidents via the Local Children's Safeguarding Board.

Legal framework

Counter-Terrorism and Security Act 2015

Further guidance

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)
Fundamental British Values in the Early Years (Foundation Years 2015)
Prevent Duty Guidance: for England and Wales (HMG 2015)
The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

Other useful Pre-school Learning Alliance publications

Guide to the Equality Act and Good Practice (2015)

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Role of signatory	Trustee

William Older

Section 2
SUITABLE PEOPLE

Safeguarding and Welfare Requirement: Suitable People
Providers must ensure that people looking after children are suitable to fulfil the requirements of their role

2.1 Employment

(Including suitability, contingency plans, training and development)

Policy Statement

We provide a staffing ratio in line with the Welfare requirements of the Early Years Foundation Stage to ensure that children have enough individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Services in accordance with statutory requirements.

There is a staff handbook which details our expectation for staff. This forms a part of all staff's contract of employment with us.

Procedures

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered based on their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced Disclosure and Barring Checks through the Disclosure and Barring Service for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- We keep all records relating to employment of staff and volunteers, those demonstrating that checks have been done, including the date and number of the enhanced DBS check.
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us. Staff are also requested to disclose any barring by association. This currently means any household members (including lodgers) who have a criminal record.
- We ask all staff to confirm that there have been no changes to their health which would affect their ability to do their jobs.

Disqualification

- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Changes to staff

- We inform Ofsted of any changes in the person responsible for our setting.

Training and staff development

- Our Manager holds a Level 4 qualification in childcare and our senior assistants hold at least a Level 3 qualification. The majority of our other staff hold either Level 2 or Level 3 qualifications.
- All our staff hold a paediatric first aid certificate and have received Child Protection Training.
- We provide regular in-service training to all staff through West Sussex Early Childhood Service and other agencies, as appropriate. Our setting budget allocates resources to training.
- We would start our staff induction training in the first week of employment. This induction includes our key policies including Health and Safety Policy and Safeguarding Children and Child Protection Policy.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences and contingency plans for emergencies

- We request where possible that our staff take their holiday breaks when the setting is closed. Where staff may need to take time off, this is agreed with the manager with sufficient notice.
- The manager organises staff annual leave so that ratios are not compromised.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary in accordance with the contract of employment and the staff handbook.
- In the unlikely event of insufficient numbers of staff/volunteers being able to work due to sickness or any other unforeseen reason then the playgroup would need to close.

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Other useful Pre-school Learning Alliance publications

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)

Safeguarding and Welfare Requirement: Suitable People
Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles

2.2 Student placements

Policy Statement

This setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

We aim to provide for students on placement with us experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Procedures

- We require students on qualification courses to meet the 'suitable people' requirements of Ofsted and have DBS checks carried out.
- We require students in our setting to have enough understanding and use of English to contribute to the well-being of children in our care.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We always supervise all students and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting are not counted in our staffing ratios.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality and client access to record policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with an induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

This policy was adopted at a meeting of	WILLIAM OLDER PLAYGROUP
Held on	25th June 2026
Date to be reviewed	June 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

William Older

Section 3

STAFF QUALIFICATIONS, TRAINING, SUPPORT AND SKILLS

Safeguarding and Welfare Requirement: Staff Qualifications, Training, Support and Skills
Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities

3.1 Induction of Staff volunteers and managers

Policy statement

We provide an induction for all staff, volunteers and managers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

Procedures

- We have a written induction plan for all new staff, which includes the following:
  - Introductions to all staff and volunteers, including Trustees where appropriate.
  - Familiarising with the building, health and safety, and fire and evacuation procedures.
  - Ensuring our policies and procedures have been read and are carried out.
  - Introduction to parents, especially parents of allocated key children where appropriate.
  - Familiarising them with confidential information where applicable in relation to any key children.
  - Details of the tasks and daily routines to be completed.
- The induction period lasts at least two weeks. The Manager (or a Senior Member of staff) inducts new staff and volunteers. The Trustees, along with other senior staff, induct new managers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.

Successful completion of the induction forms part of the probationary period.

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- **Other useful Pre-school Learning Alliance publications**

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)

Safeguarding and Welfare Requirement: Staff Qualifications, Training, Support and Skills
At least one person who has a current paediatric first aid certificate is on the premises at all times when children are present, and must accompany children on outings.
Health
Providers must ensure there is a first aid box accessible at all times with appropriate content for use with children. Providers must keep a written record of accidents and injuries and first aid treatment.

3.2 First aid

Policy statement

In our setting all staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. All our staff are paediatric first aid trained. The training is renewed every three years and is approved by the local authority.

Procedures

The First Aid Kit

- Our first aid kit complies with the Health and Safety (First Aid) Regulations
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- No un-prescribed medication is given to children, parents or staff.
- At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.
- Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital. We would contact parents' as soon as reasonably possible.

Legal framework

- Health and Safety (First Aid) Regulations (1981)

Further guidance

- First Aid at Work: Your questions answered (HSE Revised 2009)
- Basic Advice on First Aid at Work (HSE Revised 2008)
- Guidance on First Aid for Schools (DfE)

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Name of signatory	Louise Bowles
Role of signatory	Trustee

William Older

Section 4

KEY PERSON

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Safeguarding and Welfare Requirement: Key Person
Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

4.1 The Role of the Key Person and Settling In

Policy Statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

They key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

- We allocate a key person once the child starts at the playgroup.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person works with the parent to plan and deliver a personalised plan (Learning Journal) for the child's well-being, care and leaning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- In the absence of the key person, parents/carers are encouraged to speak to the Manager (or another senior playgroup assistant).
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our welcome pack, website and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before he/she starts to attend; the key person (where possible) welcomes and looks after the child at the child's first session and during the settling in process.

- We use the pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We are happy for a parent, carer or close relative to stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- Within the first four to six weeks of starting we discuss and work with the child's parents to start to create their child's Learning Journal.

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Role of signatory	Trustee

Other useful _Pre-School Learning Alliance publications

- Play is What I Do (2010)
- Statutory Framework for the Early Years Foundation Stage (2012) with supporting documentation

Section 5

STAFF: CHILD RATIO

Safeguarding and Welfare Requirement: Staff: Child Ratios
Staffing arrangements must meet needs of all children and ensure their safety

5.1 Staffing

Policy statement

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service in accordance with statutory requirements.

Procedures

- To meet this aim we use the following MINIMUM ratios of adult to children:
  - children aged two years of age: 1 adult:4 children; and
  - children aged three to five years of age: 1 adult:8 children.
  - These are the minimum ratios which we would operate with; in practice our ratios are usually higher than this.
  - At least half of all staff on duty hold an appropriate childcare qualification.
- The number of children for each staff member takes into account the individual needs of the children.
- A minimum of two staff/adults are on duty at any one time.
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

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Role of signatory	Trustee

William Older

Section 6

HEALTH

Safeguarding and Welfare Requirement: Health
Providers must have and implement a policy, and procedures, for administering medicines. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up-to-date.

6.1 Administering Medicines

Policy statement

While it is not our policy to care for sick children (who should be at home until they are well enough to return to the setting) we will agree to administer medication as part of maintaining their health and well-being.

For short term illness/conditions we would not expect to administer medication.

Administering medicines will only be done where it would be detrimental to the child's health if not given in the setting.

Generally speaking, the setting believes a child who is in need of medication (prescribed or otherwise) for a short-term illness or condition should not attend playgroup until all symptoms have gone and medication is no longer required.

We will not administer painkilling medicines (including infant paracetamol or ibuprofen) unless there is an exceptional reason to do so (for example, it is prescribed by a doctor for a long-term medical condition).

These procedures are written in line with current guidance in 'Managing Medicines in Schools and Early Years Settings'. The manager is responsible for ensuring all staff understand and follow these procedures.

The Manager, or a senior member of staff, is responsible for the correct administration for the child. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the manager/another senior staff member is responsible for overseeing the administering of medication.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- Only prescribed medication is administered. It must be in-date and prescribed for the current condition. We will only administer infant paracetamol or ibuprofen in exceptional circumstances (for example, if it is prescribed by a doctor for a long-term health condition).
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
    - Parents give prior written permission for the administration of medication. Parents must fill in the medication book and staff members will also complete the details.
- We use our Medication Record Sheets/Forms for recording administration of medicine and comply with the detailed procedures set out in that publication.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
    - The full name of the child and date of birth
    - The name of medication and strength
    - Who prescribed it
    - The dosage to be given in the setting

    - How the medication should be stored and its expiry date
    - Any possible side effects that may be expected
    - The signature of the parent, their printed name and date
- All staff are informed how medication should be accepted from parents/carers and what consent forms need to be completed. The administration of medicine is recorded accurately in our medication record book each time it is given and is signed by a staff member and a witness. Parents are shown the record at the end of the day and are asked to sign the book to acknowledge the administration of the medicine. The medication book records:
    - The name of the child
    - The name and strength of the medication
    - The date and time of the dose
    - The dose given and method
    - Signature of the key person/manager
    - Parents' signature

Storage of medicines

- All medication is stored safely away from children on a high shelf in the kitchen area (to which children are not allowed access).
- The Manager will endeavour to ensure medicine is handed back at the end of the day to the parent however it is the parent's responsibility to ensure they have it at the end of the day.
- For some conditions, medication may be kept in the setting. It is the parent's/ parent's responsibility to ensure that any medicines given to the playgroup to administer are in date.
- If the administration of prescribed medication requires medical knowledge, individual training would be provided for the relevant member of staff by a health professional.
- If rectal diazepam is given another member of staff must be present and co-signs the record book.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell a staff member what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

Children who have long term medical conditions and who may require on-going medication

- A risk assessment is carried out for each child with long term medical conditions that require on-going medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions, key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment.
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns.
- A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.
- The health care plan should include the measures to be taken in an emergency.
- The health care plan is reviewed every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.

- Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

- The staff member responsible for the outing would be fully brief on the child's medication and would be responsible for its safe administration and keeping. Our outings are usually limited to walking to places within our village.

Legal framework

- The Human Medicines Regulations (2012)

Further guidance

Managing Medicines in Schools and Early Years Settings (DfES 2005)

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Role of signatory	Trustee

Other useful Pre-school Learning Alliance publications

- Medication Record (2010)
- Register and Outings Record (2012)

William Older

Safeguarding and Welfare Requirement: Health
The provider must promote the good health of the children attending the setting. They must have **a/delete** procedures, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.

6.2 Managing Children who are sick, infectious or with allergies

(including reporting notifiable diseases)

Policy statement

We provide care for healthy children and promote health through identifying allergies and preventing contact with the allergenic substance and through preventing cross infection of viruses and bacterial infections.

As a playgroup we generally believe that children who have been prescribed antibiotics and/or have been given pain killing medicines, including infant paracetamol and ibuprofen should not attend playgroup. This reduces the risk of cross infection of viruses and bacterial infection to other children and staff members. We also believe it is in the best interest of the child who will generally be happier and more comfortable at home.

Parents of children who have had sickness/diarrhoea must exclude their child for at least 48 hours after the last bout of illness.

We reserve the right to refuse admission to playgroup to any child who we feel would pose a cross infection risk to other children and/or staff, or who we feel is simply not well enough to enjoy the playgroup environment. The Manager (or in her absence the most senior staff member on duty) has the final decision.

Procedures for children with allergies

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the registration form.
- A list of allergies is displayed in the kitchen for all staff to see.
- We will not allow any nuts, or products with nuts as an ingredient, in the building.
- Parents can request to see the ingredients in any products we supply, such as crackers, breadsticks.

Insurance requirements for children with allergies and disabilities

- The insurance will automatically include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions or requiring invasive treatments; we will acquire written confirmation from our insurance provider.

At all times the administration of medication must be compliant with the Welfare Requirements of the Early Years Foundation Stage and follow procedures based on advice given in *Managing Medicines in Schools and Early Years Settings* (DfES 2005)

Oral Medication

Asthma inhalers are now regarded as "oral medication" by insurers and so documents do not

need to be forwarded to our insurance provider.

- Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- The group must be provided with clear written instructions on how to administer such medication.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- The group must have the parents or guardians' prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

Lifesaving medication & invasive treatments

Adrenaline injections (Epi-pens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc.) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

- The setting must have:
  - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered (if needed) or the prescribed medication in a pharmacy named package;
  - written consent from the parent or guardian allowing staff to administer medication; and
  - All staff are trained in first aid and this includes the administration of epi-pens. For any other medication we would arrange for specific training to be completed by staff member prior to the child starting with us.
- Copies of all three letters relating to these children will first be sent to the Pre-school Learning Alliance Insurance Department for appraisal.

Key person for special needs children - children requiring help with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

- Prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- Key person to have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.
- Copies of all letters relating to these children will **be first be** sent to the Pre-school Learning Alliance Insurance Department for appraisal.

William Older

Procedures for children who are sick or infectious

- If children appear unwell during the session – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – a staff member will contact the parents and request that they collect the child immediately or send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool.
- In extreme cases of emergency, the child should be taken to the nearest hospital and the parent (or emergency contacts) informed.
- Parents are asked to take their child to the doctor before returning them to playgroup; the playgroup can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- After sickness/diarrhoea, parents must keep children home for 48 hours after the last bout of sickness and/or a formed stool is passed.
- The setting has a list of excludable diseases and current exclusion times although we reserve the right of refuse admission to the playgroup if the child appears unwell or in discomfort or in our view would pose a cross infection risk to other children/staff members. The full list is obtainable from www.patient.co.uk and includes common childhood illnesses such as measles and chickenpox.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency.
- When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

HIV/AIDS/Hepatitis procedure

- HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Soiled nappies and clothing is bagged for parents to collect.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

Nits and head lice

- Nits and head lice are highly contagious, and parents/carers are urged to treat their children as soon as the condition is identified. Although generally it is not an excludable condition, we reserve the right to ask a parent to keep the child away until the infestation has cleared.
- On identifying cases of head lice, all parents are informed and asked to check and treat, if necessary, their child.

Safeguarding and Welfare Requirement: Health
Providers must keep a written record of accidents or injuries and first aid treatment.

6.3 Recording and Reporting of Accidents and Incidents

(Including the procedure for reporting accidents and incidents to HSE under RIDDOR requirements)

Policy Statement

We follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are NOT regarded as incidents and there are separate procedures for this.

Procedures

Our accident book:

- is kept safely and accessible to the staff only by the Register in Room 1.
- is reviewed by the Manager upon completion.
- Manager / Deputy regularly check staff are aware of how to use it and that parent / responsible adults are viewing it on the day of the accident and signing
- Manager / Deputy will also review completed book to check for repetition of injuries and possible hazards causing them.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.

Reporting accidents and incidents

OFSTED is notified as soon as possible, but at least within 14 days, of any instances which involve:

- food poisoning affecting two or more children looked after on our premises;
- a serious accident or injury to, or serious illness of, a child in our case and the action we take in response; and
- the death of a child in our care.

Local children protection agencies are informed of any serious accident or injury to a child or the death of any child, while in our care and we act on any advice given by those agencies.

Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

- Any work-related accident leading to an injury to a child or adult, for which they are taken to hospital;
- Any work-related injury to a member of staff, which results in them being unable to work for seven consecutive days;
- When a member of staff suffers from a reportable work-related disease or illness;
- Any death, of a child or adult, that occurs in connection with activities relating to our work; and
- Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident; but could have done, such as a gas leak.

Information for reporting incidents to the Health and Safety Executive is provided in the Pre-School Learning Alliance's Accident Record Publication. Any dangerous occurrence is recorded in our incident book.

Our Bumps and Bruises book:

- If a child presents with an injury on arrival, an explanation will be sought from the Parent / Carer.
- We will ask them to record this in the Bumps and Bruises book in the presence of a staff member in the privacy of the office.
- Repeated or suspicious injuries will be challenged for more information. Concerns may be referred to M.A.S.H if deemed necessary with the parents' knowledge.
- In some cases, parental permission will be withheld if deemed in the child's best interest.

Our incident book

- We have ready access to telephone numbers for emergency services, including the local police. Our lease specifies the areas which we are responsible for, and those areas which the landlord is responsible for.
- We keep an incident book for recording major incidents, including those that that are reportable to the Health and Safety Executive as above.
- These incidents include:
  - a break in, burglary, or theft of personal or the setting's property;
  - an intruder gaining unauthorised access to the premises;
  - a fire, flood, gas leak or electrical failure;
  - an attack on member of staff or parent on the premises or nearby;
  - any racist incident involving staff or family on the setting's premises;
  - a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on the premises;
  - the death of a child or adult, and
  - a terrorist attack, or threat of one.
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
- In the unlikely event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
- In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, the emergency services are called, and the advice of these services are **/is** followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Legal framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 (As Amended)

Further guidance

RIDDOR Guidance and Reporting Form
www.hse.gov.uk/riddor/index.htm

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Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

- Other useful Pre-school Learning Alliance publications

- Accident Record (2010)
- Reportable Incident Record (2012)

Safeguarding and Welfare Requirement: Health
Providers must ensure there are suitable hygienic changing facilities for changing any children who are in nappies.

6.4 Nappy Changing

Policy statement

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures

- Parents are expected to provide sufficient nappies, wipes and nappy sacks for their own child in a named bag (along with sufficient changes of clothes).
- Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.
- Gloves and aprons are put on before changing starts and the areas are prepared.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and 'pull ups' are bagged for the parent to take home.
- We have a 'duty of care' towards children's personal needs. If children deliberately are left in wet or soiled nappies/pull up or clothes in the setting, this may constitute neglect and will be a disciplinary matter.

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Role of signatory	Trustee

Safeguarding and Welfare Requirement: Health
Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious.

6.5 Food and Drink

Policy statement

This setting regards snack and meal times as an important part of the setting's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating using resources.

Procedures

We follow these procedures to promote healthy eating in our setting.

- Anti-bacterial hand gel and normal hand washing facilities are available for both children and the staff.
- Before a child starts to attend the setting, we find out from parents their children's dietary needs, including any allergies. (See the Managing Children with Allergies policy.)
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- The onus is on the parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We inform the children that they can ask for water at any time during the day.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For children who drink milk, we provide semi skimmed pasteurised milk.
- We have a staff member (Ashleigh Carter) who has completed the training on Allergens. We will not permit children to bring in any nut or products where whole nuts are an ingredient either for snack or as part of their packed lunch. We do not supply any foods with nuts or nut ingredients in them.

Packed lunches

Our afternoon sessions start with the children eating lunch together. Parents are asked to provide their child with a healthy packed lunch.

- We encourage that any perishable contents of packed lunches are kept cool. Children attending all day are asked to put their lunch bags/boxes on a trolley which is kept in a cool dark cupboard. We do not have the facility to refrigerate any children's lunches.
- Parents are provided with guidelines on healthy eating.
- We would reserve the right to send home any confectionery or fizzy drinks unopened.
- We discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes and biscuits. We reserve the right to return this food to the parents as a last resort.
- Staff will support children at snack and meal time for safety and social reasons.

Allergens

- The William Older Playgroup have reviewed their procedures in regard to allergens, following the implementation of the Food Information for Consumers Regulation (EU) No. 1169/2011, in December 2014. Ashleigh Carter has completed appropriate training on allergens and food safety.
- We have an allergen folder in the kitchen. This details the ingredients on the snack products we give to children and the allergens they contain.
- Our snacks are kept in named, plastic storage boxes. The boxes are clearly labelled and are always used for the same type of snack. If we change the brand of snack we use, we would put the plastic storage box in the dishwasher for a deep clean to reduce any risk of cross contamination.
- All cutlery/crockery/utensils/cups are washed in a dishwasher (unless the cups are used just for a drink of water in which case, they can be hand washed in hot soapy water).
- A briefing on allergens will be given to all new staff members as well as volunteers and students. Students/volunteers are not permitted to give children any food or drink except for water. Students/volunteers should ask a staff member for assistance.
- Party sweets/cakes/biscuits or other items bought in from home for children's birthdays/holiday gifts should be given to the children to take home. It is then the responsibility of the parent to decide whether they are suitable for their child to eat.
- Children are not allowed to bring in any nut products to playgroup. This restriction is not extended to the lunches/snacks bought in by staff members however it is each individual staff member's responsibility to ensure their cutlery/crockery is washed up and that any dishcloth used is subsequently thrown away.

Legal Framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Further guidance

- *Safer Food, Better Business*
  www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/

This policy was adopted at a meeting of	WILLIAM OLDER PLAYGROUP
Held on	25th June 2026
Date to be reviewed	June 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

Safeguarding and Welfare Requirement: Food Hygiene
Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious.

6.6 Food Hygiene

(Including procedure for reporting food poisoning)

Policy statement

Our morning session children are provided with fruit or a healthy snack.

Our afternoon session children bring in a packed lunch from home.

We may offer other additional snacks e.g. when learning about different cultures/festivals or we may do cooking activities with the children.

On a few special days of the year, e.g. Pirate Day, we may offer the children other types of snack to tie in with the theme of the day.

Procedures

- At least one person has an in-date Food Hygiene Certificate. This is usually the staff member who has responsibility for the lunch time cover.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for hand-washing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc. are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Hands will always be washed under running water before handling food; and or use suitable bacterial handwash.
- Staff will not be involved in handling food or preparation if suffering from any infections/contagious illness or skin trouble.
- Staff will never cough or sneeze over food, if this should occur food will be disposed of.
- Staff will wash fresh fruit and vegetables thoroughly before use.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
  - are supervised at all times;
  - understand the importance of hand washing and simple hygiene rules
  - are kept away from hot surfaces and hot water; and
  - do not have unsupervised access to electrical equipment such as blenders etc.

Legal Framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

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Role of signatory	Trustee

William Older

Section 7

MANAGING BEHAVIOUR

William Older

Safeguarding and Welfare Requirement: Managing Behaviour
Providers must have and implement a behaviour management policy, and procedures.

7.1 Achieving Positive Behaviour

Policy statement

Our playgroup aims to provide a warm and caring environment where children feel safe and happy, with freedom to explore, positive role models, and consistent treatment. Children will learn about boundaries, have lots of exciting learning opportunities indoors and outdoors, and have respect for themselves and others.

Procedures

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. This person at William Older Playgroup is Sue Droy, who is supported by the senior playgroup assistants.

- We require the named person to:
  - keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
  - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development; and
  - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.

- We strive to give children a warm, caring, supportive environment, being aware of times when children can feel vulnerable.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We provide equally for all children in our care. We acknowledge that children with communication difficulties, including children with additional language/s, may find it frustrating that they cannot communicate, and this may lead to inappropriate behaviour. Staff will be given extra support/training to help themselves and the children in their care.
- We listen to what children are saying.
- We support children with the routines, being consistent, and explaining any changes to the normal routine, and helping those who find it difficult.
- We help children to know when things happen, and what is happening next.
- We organise activities/equipment so that they are accessible.
- We use the “bell” to draw children’s attention, for registration, warning of a change to what is happening, and give notice, and/or to give information.
- We will encourage children to use the book corner, for reading, and sitting quietly, not boisterous activity, so that it is always available to those wanting “quiet” time.
- We will ensure that children have the freedom to explore, providing exciting open-ended activities as well as planned activities, and adult led activities.
- We will plan our activities around the children’s needs and interests, making sure they are developmentally appropriate, and stimulating.
- We will regularly evaluate equipment, resources and opportunities, to provide the best environment for the children.
- Where we can see a problem arising/or are having persistent problems, we will look at layout and organisation to see how we can improve and implement changes at the earliest opportunity.
- We will praise children, and value them as individuals.
- We will encourage a “good self-image” by praise, encouragement, valuing what they do and say, and celebrating achievements.

- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and our guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We will set boundaries that both adults and children understand.
- Our expectation will reflect the age/development of children in our care.
- When registering our disapproval, we will highlight the action – not the child
- Children will be reminded of our expectation, in a positive way by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- We will allow opportunities for the children to express themselves through different media
- We will make sure that the activities/resources we offer are appropriate and engaging to the children in our care.

Strategies with children who engage in inconsiderate behaviour

- Where behaviour is inappropriate, we will:
    - Highlight the action not the child, explain how this is not acceptable at a level appropriate to the child's age and development.
    - Encourage a positive relationship towards children who have hurt one another
    - Move a child to another activity if the problem keeps recurring and causing upset or pain to others
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately. Support may be obtained from outside agencies such as the Family Networks and/or Family Information Service teams.
- Staff will be aware that behavioural problems may arise from specific requirements, which may need additional support.
- We will never:
    - Send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group (unless this has been agreed with the parents and/or outside agencies as a strategy for behaviour management).
    - Use or threaten physical punishment, such as smacking or shaking.
    - Shout or raise voices in a threatening way in response to inconsiderate behaviour.

William Older

Rough and tumble play, hurtful behaviour and bullying

Young children often engage in play that has aggressive themes – such as superhero and weapon play. We recognise that some children appear pre-occupied with these themes, but we do not view their behaviour as necessarily a precursor to hurtful behaviour.

We discourage gun/weapon play when it is directed at or upsetting other children. We do not have any toy guns at the playgroup and we do not allow any to be bought in from home.

Hurtful behaviour

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

Biting

- Biting can be an uncomfortable subject for parents of both the biter and the child who is bitten. It is however common, and this policy aims to explain how we would deal with incidences of biting in the setting.
- At William Older Playgroup we recognise that children bite for a variety of reasons. This may be because they are teething, frustrated, exploring using their mouth, asserting their independence and/or wanting to gain control, maybe of a toy. It may also be because they want to gain attention or feel stressed.
- When a child is bitten, we would comfort and administer first aid, if required. The incident will be recorded in the accident book and the parents will be asked to sign it. The child who has bitten will remain anonymous in any conversations with parents and in our written records. We understand that some parents will be upset, and possibly even angry, that their child has been bitten. We would give parents/carers' the time to talk through their feelings with the Manager and/or the child's keyworker and explain the playgroup's policy on biting.
- We would deal with the child who has bitten immediately in line with our behaviour policy. The child's age and their stage of development would be taken into account when we are communicating with them. The message would be that it is it hurts, and it makes us all sad. We may suggest to the child that they may like to say sorry or we may talk to the child about why they did it and/or how they feel, or we may redirect their play to another area/activity.
- It is our policy that the parents/carers of any child, irrespective of their age and/or level of development, who have bitten are informed.
- If biting is a regular occurrence we would work with the child, and their parents/carers to establish if there is a reason/trigger for the biting. In some cases, there may be no identifiable reason. We recognise that for children it is just a stage of development and that it will just pass with time. Staff would agree a strategy with the parent/carer as to how to move forward and deal with incidences when they happen.
- We would not exclude a child for biting, even if it is happened regularly.

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Held on	25th June 2026
Date to be reviewed	June 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

William Older

Section 8

SAFETY AND SUITABILITY OF PREMISES, ENVIRONMENT AND EQUIPMENT

Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment
Providers must take reasonable steps to ensure the safety of children, staff and others on the premises
Health
The provider must promote the good health of children attending the setting.

8.1 Health and Safety General Standards

Policy statement

This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers. The children are encouraged to manage their own risks.

- We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our staff members responsible for health and safety are Tara Seymour and Sue Droy.
- They are competent to carry out these responsibilities.
- They have undertaken health and safety training and regularly update their knowledge and understanding.
- We display the necessary health and safety poster in the office.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in the office.

Procedures

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- Health and safety issues are explained to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.
- We operate a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs, they are provided with safe equipment to do so.
- All warning signs are clear.
- The injury of staff and their involvement in accidents is recorded. The records are reviewed regularly to identify any issues that need to be addressed.
- We keep all cleaning chemicals in their original containers.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.

Floors

- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

Electrical equipment

- All electrical equipment conforms to safety requirements and is checked regularly.
- Our meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded, and the children are taught not to touch them.
- Storage heaters are checked daily to make sure they are not covered.
- There are enough sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation are adequate in all areas including storage areas.

Storage

- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area

- Our outdoor area is securely fenced, and the gate is padlocked when the children are playing.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.

Hygiene

- We seek information from the Health Protection Agency to ensure that we keep up to date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting.
- We have a rota for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities.
- We implement good hygiene practices by:
  - cleaning tables between activities;
  - cleaning toilets regularly;
  - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
  - providing sets of clean clothes;
  - providing paper towels, tissues and wipes.

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired, it is discarded.

Hot Drinks Policy

- Staff are not permitted to have hot drinks in the children's play areas (both inside and outdoors). If hot drinks need to be carried across the children's play area, they must have a lid on, and staff must ensure they have a clear path across the room to ensure children's safety.

Legal Framework

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations 1992
- Electricity at Work Regulations 1989
- Control of Substances Hazardous to Health Regulations(COSHH) (2002)
- Manual Handling Operations Regulations 1992 (as amended)
- Health and Safety (Display Screen Equipment) Regulations 1992

Further guidance

- *Health and Safety Law: What you Should Know (HSE 1999)* www.hse.gov.uk/pubns/law.pdf

- *Health and Safety Regulation…a Short Guide (HSE 2003)*
  www.hse.gov.uk/pubns/hsc13.pdf
- Electrical Safety and You (HSE 1998)
  www.hse.gov.uk/pubns/indg231.pdf
- COSHH: A Brief Guide to the Regulations (HSE 2005)
  www.hse.gov.uk/pubns/indg136.pdf
- Manual Handling – Frequently Asked Questions (HSE)
  www.hse.gov.uk/contact/faqs/manualhandling.htm

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Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment

8.2 Risk Benefit

Policy statement

At William Older we firmly believe in children taking manageable risks. Although many of our resources are designed for children and bought from reputable suppliers, we also believe in using natural resources and some 'real' items to benefit children's learning. There is a growing realization which we support, reflected in Government advice, that environments should be made as safe as necessary, not as safe as possible.

Procedures:

- All new resources are either bought from companies or 'natural' or real are risk assessed before we use.
- The risk assessment may be visual or with larger or more natural materials take a written form and be formed using staff expertise and observations.
- These risk assessments may be reviewed periodically and alterations to equipment/resources made.
- Any risks deemed unacceptable will be removed.
- Other risks will be assessed taking into account the manageability of the risk and the perceived benefits.
- Equipment that children may jump off will be checked to have clear space around and not sited next to fence and/or any other obstructions.
- Children will be taught to wait until clear spaces ahead before jumping or swinging.
- Staff will always be supervising areas of children's play.
- In some natural areas' plants such as nettles and thistles may occasionally grow. These will be pointed out to children but not necessarily be removed.
- Sometimes we may use real tools at playgroup during activities such as woodwork. In cases such as this the risk assessment would stipulate a high staff to child ratio and protection would be provided to eyes with goggles.
- In tackling risk, the playgroup will make its environment as safe as necessary and takes the view take a hazard is something that a child can't see, a risk is a challenge a child can see and chooses to undertake.

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Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment
Providers must take reasonable steps to ensure the safety of children, staff and others on the premises

8.3 Emergency Closure Policy

Policy Statement

Whilst every endeavour is made to stick to our advertised term dates there may be rare occasions when we have to close unexpectedly. This policy sets out the circumstances when this may be necessary, along with our procedures for closing and re-opening.

Procedures

- The following circumstances may prompt an emergency closure:
    - If the building were unsafe for any reason
    - If the surrounding pathways and roads were deemed unsafe
    - If insufficient staff were unexpectedly able to work (this could be due to illness or weather condition or any other reason) which would compromise our child/adult ratios and/or ratios of qualified staff.
    - If we were advised to close by an official advisory body for any reason – for example, to prevent the spread of a pandemic amongst children and/or staff
    - Any other reason which compromised the safety and/or well-being of our children or staff.
- The Manager (or in her absence, one of the senior members of staff) will make a decision about an emergency closure. The Trustees would be informed, as soon as reasonably possible.
- The Manager and/or senior staff members would notify all staff by phone and/or text message.
- In the unlikely event that we had to close at short notice parents would be notified as follows (if possible):
    - A notice would be placed on the playgroup door advising of the reason for the closure and the expected re-opening date (where it is possible to say this)
    - A message would be placed on our answer phone.
    - Parents may also be phoned
    - We would update our website (www.williamolderplaygroup.org.uk),.
- If parents are uncertain about when the playgroup will re-open, they should phone the playgroup for further information. If the phone is unanswered during playgroup hours, it is likely that the playgroup is still shut. The notices on the door, the website and the answer phone, where possible, will be regularly updated.
- OFSTED would be informed of our unexpected closure (in line with the guidelines set out by OFSTED).
- It may be that parents could be asked to help out to avoid an emergency closure (subject to having adequate qualified staff available to maintain ratios).
- Parents who have paid in advance would be refunded for any missed sessions.

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Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment
Providers must take reasonable steps to ensure the safety of children, staff and others on the premises

8.4 Maintaining children's safety and security on premises

Policy statement

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.

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Other useful Pre-school Learning Alliance publications

- Managing Risk (2009)

Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment
Providers must take reasonable steps to ensure the safety of children, staff and others on the premises

8.5 Safeguarding children from the sun

Policy statement

Children's safety is maintained as the highest priority. Every attempt is made to protect our children from the harmful rays of the sun.

Too much exposure to ultraviolet light (UV) radiation from the sun causes sunburn, skin damage and increase the risk of skin cancer. According to the charity, Skcin, sun exposure in the first 15 years of life contributes significantly to the lifetime risk of skin cancer. We believe that we can play a significant role in changing behaviours through role modelling and education from an early age. We understand that children and staff are at risk of sunburn within 10-15 minutes of being exposed to strong sunlight. Skin cancer is largely preventable through behaviour modification and sun protection during early years.

Procedures

We will promote sun safety by working with parents/carers and staff to improve our understanding and provision to avoid the harmful effects of too much exposure to ultraviolet (UV). Staff will act as positive role models and set a good example by seeking out shade and wearing suitable clothing, hat and sunscreen.

Parents/carers will be asked through letters/newsletters to support this policy by encouraging their children to adopt the slip, slap, slop message and act as role models. We will teach the children the basic sun safety message.

Parents are responsible for administering suitable sun tan lotion to their child before every session, during hot weather periods. Staff members will top-up sun tan lotion, when they deem it appropriate, to exposed areas (arms, legs, face) (unless the parent specifically asks the playgroup staff not to do this). We keep sun lotion (SPF 50) for this purpose.

All children will be required to wear a hat – and this will be enforced by staff. Parents should send in suitable headwear. Spare hats will be kept at playgroup.

Children should wear suitable clothing and footwear for outdoor play. Children with sensitive skin should wear t-shirts to cover delicate areas such as shoulders.

Drinking water will be available at all times.

Areas of shade will always be made available.

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Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment
Children must be kept safe on outings.

8.6 Supervision of children on outings and visits

Policy statement

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

Procedures

- Specific consent is obtained for each outing from each parent/carer. A form is sent to each parent along with a letter outlining the details of the trip.
- There is a risk assessment for each venue carried out, which is reviewed regularly.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Our adult to child ratio is high, one adult to two children. If insufficient parents/carers volunteer to help, then the trip is cancelled.
- Named children are assigned to individual staff/parent to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children. All adults are briefed as to their role before leaving on the outing.
- Staff take a mobile phone on outings and a mini first aid pack. Snacks and water will be provided, as necessary. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Staff take a list of children with them with contact numbers of parents/carers.
- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.

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Other useful Pre-school Learning Alliance publications:

- Register and Outings Record (2006)
- Risk Management in Early Years Settings (2007)

Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment
Providers must have a clear and well-understood policy, and procedures, for assessing any risks to children's safety and review risk assessments regularly.

8.7 Risk assessment

Policy statement

Our playgroup promotes a healthy lifestyle and a high standard of hygiene and safety in its day-to-day work with children and adults. Our building was purpose-built in 2007, with a new room added in 2014, and the health and safety of the children and the staff/volunteers was top-of-mind in its design.

Procedures

We will do this by ensuring:

- The premises are clean, well lit, adequately ventilated and maintained and in a suitable state of repair and decoration.
- Regular inspection of the premises by qualified professionals.
- Regular inspection/repair and replacement of equipment and resources.
- Carrying out risk assessment yearly, drawing up action plan to deal with any area of concern
- We conduct a daily safety check which includes clearing the outside area of litter.
- Having an up to date fire procedure and regular practices.
- The playgroup doors will be kept locked when children are in attendance and the gate when children are outside.
- The playgroup operates a non-smoking policy.
- As appropriate, we will conduct a risk assessment on individual activities/resources.
- Risk assessment can be written or verbal.

Legal framework

- Management of Health and Safety at Work Regulations 1992

Further guidance

- Five Steps to Risk Assessment (HSE 2006)
  www.hse.gov.uk/pubns/indg163.pdf

This policy was adopted at a meeting of	WILLIAM OLDER PLAYGROUP
Held on	25th June 2026
Date to be reviewed	June 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

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Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment
Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and must have an emergency evacuation procedure.

8.8 Fire Safety and Emergency Evacuation

Policy Statement

We ensure our premises present minimal risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person.

Procedures

- The basis of fire safety is risk assessment. These are carried out by a 'competent person'.
- The Manager has received training in fire safety sufficient to be competent to carry out the risk assessment. This is written as there are more than five staff. It follows Government guidance, 'Fire Safety Risk Assessment – Educational Premises'.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and firefighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
  - clearly displayed in the premises;
  - explained to new members of staff, volunteers and parents; and
  - practised regularly at least once every six weeks.
- Records are kept of fire drills and the servicing of fire safety equipment.

Emergency evacuation procedure

Our emergency fire procedure is displayed in the office.

A register is taken on arrival of children and the number of children and adults is recorded. A fire drill will be carried out – to practice the emergency evacuation every term. The fire alarm system will be checked regularly. New staff, volunteers and students will be advised of the fire drill and will have no responsibility other than to get themselves outside safely.

In the event of a fire:

The member of staff who detects the emergency, if not in main hall area closes the door – and sets off the nearest alarm by breaking the glass. Detectors can be found in the home corner by the fire exit, craft area, and front entrance foyer – making sure all visitors are aware of the emergency.

On hearing the alarm staff members will immediately lead children outside by the nearest emergency exit, taking the children across the grass to the double gates at the top end of the grass area leading to fields (assembly point). Volunteers, students and helpers will leave the building with the staff and children. Staff in outdoor play area will lead the children through the gate to the assembly point without re-entering the building.

Where possible a staff member will take the register with them.

At the assembly point the children and adults will be counted and then the register taken.

The Manager and other senior members of staff will check the accessible toilet, cloakroom area, children's toilets, kitchen, store room and office to ensure that no adults or children are on the premises. Once clear they will leave the building as quickly as possible, closing fire

doors/doors as areas are checked and making sure the register and mobile are taken out of the building.

Once everyone is safely evacuated the emergency services and St. Margaret's School will be notified as soon as possible.

Children will be kept calm and everyone will wait at the evacuation point until all clear is given.

No personal items/coats or bags are to be collected.

Parents/carers will be notified of where they can safely collect their children.

The senior staff member will liaise with the fire officers.

In the event of an emergency evacuation of St Margaret's School

If the fire alarm goes off at St Margaret's our procedure is to evacuate outside to our adjoining fence as a muster point and take our own Register.

When all clear given we would re-enter the building.

In the event of actual fire, a decision would be taken by senior staff on the day to then move back to playgroup once headcount accomplished and alert main group to possible danger from fire.

William Older would then instigate their own policy and procedure if required.

If 'Explorers' are using William Older land when William Older alarm went off the 'Explorers' would evacuate back to St Margaret's side of fence followed by headcount, then Register and would remain there until all clear sounded. In the event of a real fire, they would also alert St Margaret's once the headcount is completed.

Legal framework

- Regulatory Reform (Fire Safety) Order 2005
  www.opsi.gov.uk/si/si2005/20051541.htm

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Date to be reviewed	June 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment
Providers must keep premises and equipment clean, and be aware of, and comply with, requirements of health and safety legislation (including hygiene requirements).

8.9 Animals in Setting

Policy Statement

Children learn about the natural world, its animals and other living creatures, as part of the Early Years Foundation Stage curriculum. This may include contact with animals, or other living creatures, either in the setting or in visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

Procedures

Animals in the setting as pets

- We take account of the views of staff, parents and children when selecting an animal or creature to keep as a pet in the setting.
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- We ensure the correct food is offered at the right times.
- We make arrangements for weekend and holiday care for the animal or creature.
- We register with the local vet and take out appropriate pet care health insurance.
- We make sure all vaccinations and other regular health measures, such as de-worming are up-to-date and recorded.
- Children are taught correct handling and care of the animal or creature and are supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- Staff wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of the owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed, in consultation with the Manager, and/or other senior staff.

Legal framework

- The Management of Health and Safety at Work Regulations 1999 www.opsi.gov.uk/SI/si1999/19993242.htm

Further guidance

- *Health and Safety Regulation…a short guide* (HSE 2003) www.hse.gov.uk/pubns/hsc13.pdf

Date to be reviewed	June 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

8.10 No Smoking

Safeguarding and Welfare Requirement: Safety and suitability of premises, environment and equipment
Providers have a no smoking policy, and must prevent smoking in a room, or outside play area, when children are present or about to be present.

Policy statement

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors.

The whole site, including the car park and St Margaret's School is a no smoking area.

Procedures

- All staff, parents and volunteers are made aware of our No-smoking Policy.
- We display no-smoking signs.
- The No-smoking Policy is stated in our information for parents.
- Staff who smoke do not do so during working hours, unless on a break and off the premises.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.
- E-cigarettes and Vaping are also strictly prohibited on or around the premises.

Legal framework

- The Smoke-free (Premises and Enforcement) Regulations (2006)
- The Smoke-free (Signs) Regulations (2012)

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Held on	25th June 2026
Date to be reviewed	June 2027
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Role of signatory	Trustee

8.11 Security Camera Recording Policy – Sensory Room

Policy statement

This policy explains the use of an audio-visual security camera in the sensory room at William Older Playgroup. The camera is active only when one member of staff is present with children and is intended to strengthen safeguarding, promote transparency and protect both children and staff.

Procedures

Occasionally, due to staffing ratios or the specific needs of children, a single practitioner may be in the sensory room with children. In these cases, a camera that records both video and audio is activated to ensure:

- Safeguarding standards are upheld
- Staff are supported when working alone
- Incidents or allegations can be investigated with clear evidence

GDPR and Data Protection Compliance

- Lawful Basis: Legitimate Interests under Article 6(1)(f) UK GDPR
- Scope: Activated only in the sensory room when one staff member is present
- Retention: Footage kept for 180 days, then securely deleted
- Access: Only the Manager and DSL may access footage, and only in specific safeguarding or investigatory circumstances
- Remote Viewing: Permitted only on password-encrypted, setting-owned devices; not on personal devices

Audio Recording Use

- Audio is recorded solely when the system is active, and only for safeguarding, clarification of incidents or formal reviews. It is not used for routine monitoring.

Safeguarding and Transparency

- Provides a time-stamped record of interactions
- Supports lone-working protocols
- Reinforces accountability
- Signage outside the sensory room informs staff and visitors that recording (including audio) is in operation

Parent/Carer Notification and Rights

- Parents are informed during enrolment, and via signage and this policy
- They may submit a Subject Access Request (SAR) for footage involving their child (subject to safeguarding exemptions*)*

Security Measures

- Footage is encrypted and access is logged
- Only designated encrypted devices are used for playback
- No access via personal phones, laptops or tablets

Review

This policy will be reviewed annually or after any relevant incident or change in law.

This policy was adopted at a meeting of	WILLIAM OLDER PLAYGROUP
Held on	25th June 2026
Date to be reviewed	June 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles

Role of signatory	Trustee

8.12 Lockdown and Emergency Policy and Procedures

Policy statement

Outlines procedures for managing threats inside or outside the setting. Includes internal alerts, coordination with St Margaret's CE Primary School, and staff communication.

Procedures

- Signal: 3 loud horn blasts on one of 3 horns. 1 horn situated in front foyer, 1 in back foyer and 1 outside in Train Station.
- St Margaret's Notification: If St Margaret's initiates lockdown, they will call the white Samsung phone (Panda - 07932 579307) and WOPG staff will then activate the 3 horn blasts
- Partial Lockdown: Remain indoors, lock external doors, await instructions
- Full Lockdown: Lock/barricade doors, turn off lights/screens, hide and remain silent
- Explorers follow St Margaret's School lockdown protocol, as this group operates on their site in the morning.
- All playgroup phones must be silenced (no vibrate). Staff in possession are responsible for doing this immediately.
- Children not already in rooms (e.g., garden, toilets) are calmly brought into the nearest secure room by staff.
- Parents informed only if safe to do so, via standard message.
- No child is released until the all-clear is given.
- Lockdown Manager: Initiates response, contacts emergency services, communicates with staff and families.
- All Staff: Lock rooms, account for children, keep everyone calm and safe.
- Drills to be conducted at least once a year in a calm, age-appropriate way.

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Held on	25th June 2026
Date to be reviewed	June 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

Safeguarding and Welfare Requirement: Equal Opportunities
Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

9.1 Valuing diversity and promoting inclusion and equality

Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment.

Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment.

Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles and diverse family structures, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities of the setting; and
- foster good relations between all communities.

Procedures

Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability. We do not discriminate against a child or their

family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act 2010. These are:

- disability;
- race;
- gender reassignment;
- religion or belief;
- sex;
- sexual orientation;
- age;
- pregnancy and maternity; and
- marriage and civil partnership.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.

- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner. We will not tolerate behaviour from an adult who demonstrate dislike or prejudice towards individuals who are perceived to be from another country.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

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

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;

- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.

Food

- From time to time we offer additional snack items such as cultural food.

Meetings

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

Monitoring and reviewing

- To ensure our policies and procedures remain effective we will monitor and review them on an ongoing basis to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Legal framework

- The Equality Act 2010
- Children Act 1989, 2004

This policy was adopted at a meeting of	WILLIAM OLDER PLAYGROUP
Held on	25th June 2026
Date to be reviewed	June 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

William Older

Other useful Pre-school Learning Alliance publications

- Embracing Equality (2007)

Safeguarding and Welfare Requirement: Equal Opportunities

Providers must have and implement a policy and procedures to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

9.2 Special Educational Needs and Disability (SEND) Policy

Policy statement

At William Older Playgroup, we are committed to providing an inclusive environment where all children, including those with Special Educational Needs and Disabilities (SEND), are valued, supported and enabled to achieve their full potential. We recognise that every child is unique and are committed to identifying and responding to individual needs through a graduated and child-centred approach. We work closely with families and external professionals to ensure that children receive the support they need to thrive within our setting and beyond.

We will:

- Have regard to the Special Educational Needs and Disability Code of Practice: 0–25 Years (2015) and the requirements of the Early Years Foundation Stage (EYFS).
- Promote equality of opportunity and access for all children.
- Work in partnership with parents, carers and other professionals to support children's learning and development.
- Identify and respond to children's emerging needs at the earliest opportunity.
- Monitor, review and evaluate our SEND provision to ensure it remains effective and responsive.

Procedures

SEND Leadership

The setting has a designated Special Educational Needs Coordinator (SENCO) who oversees SEND provision and acts as the main point of contact for families and professionals.

The current SENCO is Ashleigh Carter who holds a level 4 in SEND. We also have other staff members who are working towards a level 3 in SEND.

The SENCO supports practitioners in identifying children's needs, implementing effective strategies, and coordinating additional support where required.

Inclusive Practice

We ensure that all children have equal access to our provision through inclusive admission arrangements and practices.

We provide a broad, balanced and differentiated curriculum which enables every child to participate and make progress.

We make reasonable adjustments to ensure children with SEND can access all areas of learning and play.

Identifying and Assessing Needs

Practitioners regularly observe, assess and monitor children's development through ongoing assessment.

Where there are concerns regarding a child's progress, key-workers will discuss these with parents and consider appropriate support strategies.

Children's needs will be considered within the four broad areas of need identified in the SEND Code of Practice: Communication and Interaction, Cognition and Learning, Social,

Emotional and Mental Health, Sensory and/or Physical Needs. When a need has been identified children will be referred to SEND Under 5 in agreement with parents.

Graduated Approach
Where additional support is required, we follow the graduated approach of: Assess - Plan - Do - Review.
This process includes: Gathering information from observations, assessments, parents and other relevant sources.
Identifying outcomes and planning appropriate support and interventions. Implementing agreed strategies within daily practice.
Reviewing progress regularly with parents and adapting support as necessary. Records of assessments, plans, interventions and reviews will be maintained and shared with parents.

Working in Partnership with Parents
We recognise parents and carers as experts on their children and value their contributions. Parents will be involved at every stage of the graduated approach. We will ensure that parent views, aspirations and concerns are listened to and considered when planning support.
Information about independent advice and support services will be made available to families where appropriate including the SEND Information Report (local offer).

Involving Children
Children's views, wishes and feelings will be sought and considered in ways that are appropriate to their age and stage of development. We will support children to participate in decisions about their learning and support wherever possible.

Multi-Agency Working
Where necessary, and with parental consent, we will seek advice and support from relevant professionals and agencies. This may include Early Years SEND and Inclusion Mentors, Health Visitors, Speech and Language Therapists, Early Years Inclusion Practitioners and other specialist services.
We will work collaboratively with all professionals involved to ensure a coordinated approach to support.

Education, Health and Care Plans (EHCPs)
Where a child has an Education, Health and Care Plan (EHCP), or requires an Education, Health and Care Needs Assessment, we will work closely with parents and professionals to implement and review agreed strategies.
We will contribute relevant information and evidence to support statutory processes where appropriate.

Early Help
Where additional family support needs are identified, a referral to the Early Help Service may be offered. We will work collaboratively with families and other agencies to ensure a joined-up approach that places the child's needs and best interests at the centre of planning and decision-making.

Record Keeping

We maintain confidential and accurate records relating to children's SEND support in accordance with data protection requirements.
Records are stored securely and shared appropriately with parents and relevant professionals.

Staff Training and Development
We are committed to ensuring staff receive regular training and professional development to effectively support children with SEND.
We promote awareness of specialist skills and training within the setting, including communication approaches such as Makaton where applicable.

Monitoring and Review
The effectiveness of our SEND provision is monitored through: Reviews of individual SEND support plans.
Feedback from parents and external professionals. Staff meetings and supervision.
Inspection outcomes.
Complaints and compliments received.
The policy and SEND provision are reviewed annually to ensure compliance with current legislation and best practice.

Complaints
Complaints relating to SEND provision should be raised in accordance with the setting's Complaints Procedure.

Related Legislation and GuidanceSpecial Educational Needs and Disability Code of Practice: 0–25 Years (2015)
Early Years Foundation Stage Statutory Framework
Equality Act 2010
Working Together to Safeguard Children SEND
Local Offer Guidance
Education, Health and Care Needs Assessments and Plans Guidance
We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

This policy was adopted at a meeting of	WILLIAM OLDER PLAYGROUP
Held on	18th November 2026
Date to be reviewed	November 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

Section 10
INFORMATION & RECORDS

10.1 Admissions

Safeguarding and Welfare Requirement: Information and Records
Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to ensure the needs of all children are met.

Policy Statement

The William Older Playgroup constitution states that "the setting exists to provide safe and satisfactory group play for the promotion of the education of children of Angmering district who are under the statutory school age."

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

We have a welcome pack which is given to all prospective parents and carers who enquire about places at the playgroup.

General Principles

- We ensure that the existence of our settings and policies are widely advertised in places accessible to all sections of the community.
- We ensure that information about our settings are easily accessible to all. In written and spoken form.
- We keep a place vacant, if possible, to accommodate an emergency admission.
- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We welcome all children irrespective of gender, special educational needs, disabilities, social background, religion and ethnicity or from English being a newly acquired additional language.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting, where reasonably possible
- We monitor the gender and ethnic background of children joining the group.
- We make our Equal Opportunities Policy accessible and widely known.

Procedures

- An application for our waiting list can only be considered once a signed registration form and an administration fee are received. Applicants will in turn receive a dated receipt and a William Older t-shirt as confirmation.

- Each half term we will assess the spaces we have available for the following term (i.e. in October, we will consider applications for the following January) for both new children

wishing to join the playgroup, and existing children who want to change or increase the number of sessions they attend.

- It is the manager's decision on how spaces are allocated as many possible implications need to be considered before offering places. Please note it is not as straightforward as having a certain number of spaces. We aim to have spaces for 2, 3 & 4 year olds, however staffing availability, skill sets & physical space has an influence on places offered.
- The safety of the children and staff and the quality of our setting is always our utmost priority.

<u>We will allocate spaces for the morning sessions in the following order:</u>

1. LAC/SEND/vulnerable families will be given priority.
2. New children in receipt of two-year-old funding.
3. Children wishing to increase their sessions following their 3rd birthday and receipt of the 15-hour extended entitlement (i.e. they have a 30-hour eligibility code).
4. Existing children wishing to increase their sessions following their 3rd birthday and in receipt of the 15 universal hour funding.
5. New children in receipt of 15 hours universal funding following their 3rd birthday.
6. New children aged 2 or 3 (but not yet old enough to receive universal hours) who will pay privately for their sessions
7. New children in receipt of the extended 15-hour funding (i.e. they have a 30-hour eligibility code).

<u>We will allocate spaces for the afternoon sessions based on the following:</u>

1. LAC/SEND/vulnerable families will be given priority.
2. Existing children in their final year before school and in receipt of 15 hours' universal hours (or 15 extended hours)
3. New children in their final year before school and in receipt of 15 hours' universal hours (or 15 extended hours)
4. Existing children in receipt of 15 hours extended funding following their 3rd birthday.
5. New children in receipt of 15 hours extended funding following their 3rd birthday.

<u>All things being equal we will then consider:</u>

1. Residence in the Parish of Angmering.
2. The date the application form and accompanying registration form was received
3. If siblings are currently attending the WOPG or either St Margaret's or St Wilfrid's Primary Schools.

Please note that the Manager will allocate spaces based on the staff available, and the ages of the children attending each session so that we maintain safe and legal staff-children ratios. If there are circumstances which parents/carers feel that mean we should prioritise an application for any other reason they should write a letter or arrange a meeting with the Manager, outlining their case.

If the applicant wishes to appeal against the manager's decision, ~~then~~ they can write to the Trustees who will review the application.

All applications and correspondences are strictly confidential.

This policy was adopted at a meeting of	WILLIAM OLDER PLAYGROUP
Held on	25th June 2026
Date to be reviewed	June 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

Safeguarding and Welfare Requirement: Information and Records
Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to ensure the needs of all children are met.

10.2 Payment of Fees

Policy statement

To ensure the smooth running of William Older Playgroup, fees must be invoiced and paid promptly.

Procedures

- When a child joins William Older Playgroup the parents/carers are asked to sign our contract. A copy of this document is included in the Policy Portfolio. In summary, the contract details:

  The session times
  The session fees
  Fees payable (at the Playgroup's discretion) if parents/carers are late collecting their children
  When invoices will be issued
  Our payment terms
  Penalty fees (at the Playgroup's discretion) for late payment of fees

- As a registered charity we believe that as many children as possible should be offered the chance to attend the playgroup. An inability to pay fees on time as a result of genuine financial hardship will be viewed sympathetically. Any difficulties in paying fees should be discussed confidentially as soon as possible with the Playgroup's Manager. In such extreme circumstances, the Trustees can consider discretionary options.

- We are registered to accept free entitlement funding for three and four years old and also eligible two-year olds from West Sussex. We ask any families who are eligible for the Early Years Pupil Premium to voluntarily complete a registration form so that we can apply for the additional funding available.

- If the fees are being met by someone other than the parent/carers, we reserve the right to ask for the fees to be paid upfront for the half term or for a letter or purchase order to be provided prior to the child attending the setting.

- We will accept the Government's 30 hours funding, where we have the availability/space. It is the parents' responsibility to ensure that they provide us with an up to date eligibility code at the beginning of each term. If the code provided to us is invalid for any reason, the parent will be responsible for paying the fee.

- We reserve the right to take legal actions if fees are not paid in a timely manner.

Pupil Premium

- It is the intent of William Older Playgroup to use any monies generated through children qualifying for the Early Years Pupil Premium to fund group activities such as Sensory Music and Movement including signing classes and/or special visitors e.g. Hawking About. We would always consider the individual needs of children receiving Pupil Premium and consider what activities/resources would best fit their needs.

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Name of signatory	Louise Bowles
Role of signatory	Trustee

Safeguarding and Welfare Requirement: Information and Records
Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to ensure the needs of all children are met.

10.3 Parental involvement

Policy statement

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

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

Some parents are less well represented in early years' settings; this may include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents, as well as step-parents and parents who do not live with their children but have contact with them and play a part in their lives. 'Parents' also includes same sex parents, as well as foster parents.

The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance publication 'Safeguarding Children'.)

Procedures

- We have a means to ensure all parents are included - that may mean we have different strategies for involving fathers, or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies, through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.

- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents; in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is in place:

- Admissions Policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

This policy was adopted at a meeting of	WILLIAM OLDER PLAYGROUP
Held on	25th June 2026
Date to be reviewed	June 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

- **Other useful Pre-school Learning Alliance publications**

- Complaint Investigation Record (2012)
- Engaging Mothers & Fathers (2010)
- Safeguarding Children (2010)
- Looking at Learning Together (2005)
- The First and Foremost Series (2008)

Safeguarding and Welfare Requirement: Information and Records
Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to ensure the needs of all children are met.

10.4 Children's Records

Policy Statement

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the General Data Protection Regulations (2018). Further details are available in our Privacy Policy.

This policy and procedure is taken in conjunction with the Confidentiality Policy and our procedures for information sharing.

Procedures

We keep the following records on children attending our setting:

Developmental records

- These include observations of children in the setting, photographs and samples of their work and summary developmental reports.
- These are usually kept in the foyer area and contributed to, by staff, the child and the child's parents.
- Staff members often share the Learning Journals with the children.
- Staff, on occasions, may take children's Learning Journals home with them to update them. Journals should be returned to the drawers in the foyer as soon as possible, and usually the following morning. Staff have been advised that it is their responsibility to take good care of learning journals, transporting them as little as possible and ensuring that they remain confidential.
- The Learning Journal would be passed onto the child's new setting when they leave us, most commonly school if the moving on sheet in the journal is signed by the parent/carer. The next setting would then be responsible for returning the Learning Journal to the family.
- Parents are asked to provide written consent for the transfer of their child's Learning Journal and any relevant documentation to their assigned primary school or external professionals. This ensures a smooth transition and continuity of care, as well as access to early intervention where needed. Consent is obtained through a signed form upon enrolment and is kept securely within the child's record file.

Registration Forms

- The registration forms are kept in the office. The office is usually only accessed by senior members of staff.
- Information from the registration forms is used to apply for funding from West Sussex electronically. We also keep an electronic file with names and contact details on it (and a

paper copy of this is kept in the back of the register in case of the need to quickly evacuate the building).
- We keep registration forms, in paper form, for a period of three years. We delete electronic files, after a period of three years.

Vulnerable Learners and Wellbeing Audit Information

- Each term keyworkers complete an audit of all of their key children. The purpose of this to identify any areas of vulnerability so that help can be provided at the earliest opportunity. This information is shared electronically to West Sussex's Early Childhood Service. The playgroup has an obligation to do this as part of their funding agreement with West Sussex.
- Paper copies of the audits are kept in a confidential file in the playgroup's office. The information including the child's name, address, dob and postcode is then transcribed onto an electronic file.
- The paper copies of this information are destroyed as soon as the information has been transferred onto the electronic file. The electronic copies are kept for a period of three years.

Ad-hoc records

- These include signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- The confidential records are stored in a locked drawer in the office, and are kept secure by the person in charge in the office. Parents have access, in accordance with our Client Access to Records policy, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- Information for Early Help Plan is kept in a locked drawer in the office. Paper copies of information transferred onto Holistix (West Sussex's information database) are usually destroyed immediately unless there is a good reason for keeping them.
- Retention of records

Students

- Students on recognised qualifications and training, when they are observing in the setting, are advised of our confidentiality policy and are required to respect it.
- Information on students is kept in the office in a locked filing cabinet, along with employee information. We will usually keep information/records on students for a period of three years, unless there has been particular incident whilst they have been with us.

Photographs

- We use photographs for a variety of reasons including for illustrating points for the children's Learning Journals.
- Parents are asked to give their consent for photographs being taken when they join the playgroup. This is included in our welcome pack.
- If parents are not comfortable with photographs being taken for any reason – no photographs of these children will be taken.
- Staff are not permitted to use mobile phones for taking photographs at the playgroup.
- All photographs are taken on a playgroup owned camera and are printed at playgroup or at a reputable retailer
- Parents are not permitted to post any photographs of their own children at playgroup on social networking sites e.g. Facebook.

Legal Framework

- ***Data Protection Act 1998***
- ***Human Rights Act 1998***

Further guidance

- Information Sharing: Practitioners' Guide (DfES 2006)

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Date to be reviewed	June 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

Safeguarding and Welfare Requirement: Information and Records
Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to ensure the needs of all children are met.

10.5 Providers' Records

Policy Statement

We keep records for the purpose of maintaining our business. These include:

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff.
- Names, addresses and telephone numbers of anyone else who is regularly in contact with the children.

We consider our records as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Regulations (2018). Further details are given in our Privacy Notice.

This policy and procedure should be read alongside our Privacy Notice, Confidentiality and Client Access to Records Policy and Information Sharing Policy.

Procedures

- All records are the responsibility of the Manager who ensures they are kept securely.
- All records are kept in an orderly way in files and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

We notify OFSTED of any changes:

- in the address of the premises
- to the premises which may affect the space available to us or the quality of the childcare we offer
- to the person managing the provision
- any significant event which is likely to affect our suitability to look after children; or
- any other event as detailed in the Statutory Framework for the Early Years Foundation Stage

Lease and Building Information

We keep information regarding our license and building in the office. All senior staff know where to access this information should it be required. This information is kept indefinitely.

Risk Assessments

We keep information regarding our license and building in the office. All senior staff know where to access this information should it be required. This information is kept indefinitely.

Accident Books

We keep accident books safely and accessible to the staff only by the register in Room 1. Once completed the accident books are kept in the office, accessible only to staff. This information is kept indefinitely.

Financial Records

The playgroup keeps all financial records in the office for the current year. The playgroup banks with one of the main UK banks, Lloyds and are satisfied that they will process our information securely.

The playgroup uses a freelance Accountant, Dawn Edwards, for bookkeeping services. On her appointment appropriate checks were made to ensure all information would be kept safe and securely. We use the Sage One accounting system which is a cloud solution. We are satisfied that their procedures ensure our data is secure.

The playgroup has their account verified each year by Masters Fullers in Worthing. They are Chartered Accountants. We are satisfied that their procedures ensure our data is secure.

We keep our financial record for a minimum of six years.

Employee Records

The playgroup stores information on all its employees. The information is kept in a locked drawer in the office and access is restricted to senior staff. The playgroup keeps personal information given on an application form/CV and a starter form. The playgroup also keeps emergency contact details for all staff members.

DBS check certificates are not kept by the playgroup. A record is taken of the certificate number and date of issue.

Any records of unfounded allegations of a child protection nature must be kept until the person's normal retirement age, or 10 years after the date of the allegation. Allegations found to be malicious are destroyed immediately.

Application forms and interview notes for unsuccessful candidates are destroyed after six months.

We keep information regarding Statutory Sick Pay, Maternity/Paternity records along with NI and tax records for 3-6 years.

Payroll and pension records

Wage information is collected on pay and computed electronically by Dawn Edwards, our Bookkeeper. We keep all wage/salary records electronically for a period of six years. Staff wages are paid using Lloyds online banking. This is a secure system which only the Manager, the Deputy, the Administrator and two Trustees have access to.

Storing information electronically

From time to time we do employ the services of IT support companies. We vet these companies carefully to ensure that they meet our high standards of data security. We keep electronic files for a period of three years unless we feel there is a strong reason to keep them for longer.

Complaints

Accident Books

We keep accident books safely and accessible to the staff only by the register in Room 1. Once completed the accident books are kept in the office, accessible only to staff. This information is kept indefinitely.

Legal framework

- General Data Protection Regulations (2018)
- Human Rights Act 1998

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Safeguarding and Welfare Requirement: Information and Records
Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to ensure the needs of all children are met.

10.6 Transfer of records to school

Policy statement

We recognise that children sometimes move to another early years setting before they go on to school although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting in this process. We prepare records about a child's development and learning in the EYFS in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting. Prior to transferring information, we will establish the lawful basis for doing so (see our Privacy Notice).

Procedures

Transfer of development records for a child moving to another early years setting or school

- Using the EYFS assessment of development and learning ensure the key person prepares a summary of achievements in the 7 areas of learning and development.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence such as photos or drawings that the child has made.
- There is a sheet in our Learning Journal where we ask parents/carers permission to pass on the information to a new school or setting.
- We have good relations with local schools and other settings/childminders and would only pass on sensitive information with the agreement of the parent/carer.
- Additional information such as intervention from the Early Help team would be passed onto a new school/setting.

Transfer of confidential information

- The receiving school or setting will need to have a record of concerns that were raised in the setting and what was done about them.
- A summary of the concerns will be made to send to the receiving setting or school along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these.

- This information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked confidential.

Legal framework

- General Data Protection Regulations (2018)
- Freedom of Information Act 2000
- Human Rights Act 1998
- Children Act 1989

Further guidance

- What to do if you are Worried a Child is Being Abused (HMG 2006)
- Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

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Safeguarding and Welfare Requirement: Information and Records
Confidential information and records about staff and children must be held securely and only accessible to those who have a right or professional need to see them.

10.7 Confidentiality and Parent Access to Records

We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998). At William Older Playgroup, staff can be said to have a 'confidential relationship' with families. It is our] intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998).

Confidentiality procedures

- Most things that happen between the family, the child and the setting are confidential. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- We aim to always check whether parents regard the information they share with us to be confidential or not.
- Some parents may share information about themselves with other parents as well as with the staff; we cannot be held responsible if information is shared by those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy and Privacy Notice) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our Children's Records Policy and Privacy Notice).
- Information is kept in a manual file, or electronically. Our staff may also use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept.
- Where it is helpful to keep an electronic copy, we download it onto a disc, labelled with the child's name and kept securely in the child's file. [No documents are kept on the hard drive. This is because the settings' PC's do not have facilities for confidential user folders.

- Our staff discuss children's general progress and wellbeing together in meetings, but more sensitive information is restricted to our manager and the child's key person, and is shared with other staff on a need to know basis.
- We do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual; our practitioners and managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

Parent access to records procedures

Parents may request access to any confidential records we hold on their child and family following the procedure below:

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.
- Any request to see information about a child by a parent or person with parental responsibility must be made in writing to the Manager.
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows one month for the file to be made ready and available. We will be able to extend this by a further two months where requests are complex or numerous. If this is the case, we will inform you within one month of the receipt of the request and explain why the extension is necessary
- A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil.
- Our manager informs the Trustees (if applicable) and legal advice may be sought before sharing a file.
- Our manager goes through the file with one of her Senior Staff Members and ensures/to ensure that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They will note any information, entry or correspondence or other document which mentions a third party.
- We will write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to the Manager giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.
- 'Third parties' include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc. we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
- Members of staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the

information. We may grant refusal if the member of staff has provided information that could be considered ‘sensitive’ and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.

- When we have received all the consents/refusals our Manager a photocopy of the complete file. On the copy of the file, our Manager any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by a Senior Staff member and legal advisors to verify that the file has been prepared appropriately.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the ‘clean copy’.
- We photocopy the ‘clean copy’ again and collate it for the parent to see.
- Our Manager the parent that the file is now ready and invite[s] him/ her to make an appointment to view it.
- Our Manager and a senior staff member meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent’s legal representative or interpreter.
- The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then We refer the parent to Our complaints procedure.
- The law requires that the information we hold must be held for a legitimate reason and must be accurate (see our Privacy Notice). If a parent says that the information We hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but We can record the parent’s view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
- If there are any controversial aspects of the content of a child’s file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
- We never ‘under-record’ for fear of the parent seeing, nor do we make ‘personal notes’ elsewhere.

Telephone advice regarding general queries may be made to The Information Commissioner’s Office Helpline 0303 123 1113.

All the undertakings above are subject to the paramount commitment of Our setting, which is to the safety and well-being of the child. Please see also Our policy on Safeguarding Children and Child Protection.

Legal framework

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- General Data Protection Regulations (2018)
- Human Rights Act (1998)

Further guidance

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

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Safeguarding and Welfare Requirement: Information and Records
Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

10.8 Information Sharing

'Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death.'

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

Policy statement

We recognise that parents have a right to know that the information they share with [us/me] will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in [my/our] Privacy Notice that is given to parents at the point of registration The six principles state that personal data must be:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.
6. Processed in a way that ensures appropriate security of the persona data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. That is when:

- it is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

The responsibility for decision-making should not rely solely on an individual, but should have the back-up of the management team. The management team provide clear guidance, policy and procedures to ensure all staff and volunteers understand their information sharing responsibilities and are able to respond in a timely, appropriate way to any safeguarding concerns.

The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

Procedures

Our procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. We also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. *Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989, but provide a framework to ensure that personal information about living individuals is shared appropriately.*

    - Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.

2. *Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if I have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.*

    In our setting we ensure parents:

    - Receive a copy of Our Privacy Notice and information about Our Information Sharing Policy when starting their child in the setting and that they sign, our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
    - have information about Our Safeguarding Children and Child Protection Policy; and
    - have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.

3. *Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*

- Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the supervision file. Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
- Our manager seek advice if they need to share information without consent to disclose.

4. *Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.*

   - We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
   - Our guidelines for consent are part of this procedure.
   - Our Manager is conversant with this and she is able to advise staff accordingly.

5. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.*

   In our setting we will:
   - record concerns and discuss these with our designated person and/or designated safeguarding officer;
   - record decisions made and the reasons why information will be shared and to whom; and
   - follow the procedures for reporting concerns and record keeping as set out in Our Safeguarding Children and Child Protection Policy.

6. *Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*

   - Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*

   - Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

When parents choose Our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that We will seek their consent to share information in most cases, as well as the kinds of circumstances when We may not seek their consent, or may override their refusal to give consent. We inform them as follows:

- Our policies and procedures set out Our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in Our prospectus.
- Parents sign Our Registration Form at registration to confirm that they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We give parents copies of the forms they sign.
- We consider the following questions when we assess the need to share:
  - Is there a legitimate purpose to [us/me] sharing the information?
  - Does the information enable the person to be identified?
  - Is the information confidential?
  - If the information is confidential, do we have consent to share?
  - Is there a statutory duty or court order requiring [us/me] to share the information?
  - If consent is refused, or there are good reasons for [us/me] not to seek consent, is there sufficient public interest for [us/me] to share information?
  - If the decision is to share, [are we/am I] sharing the right information in the right way?
  - Have we properly recorded Our decision?
- Consent must be freely given and *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of Our service or it has been explained and agreed at the outset.
- Consent can be withdrawn at any time.
- We explain Our Information Sharing Policy to parents.

Separated parents

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
- Where the child is looked after, we may also need to consult the Local Authority, as ‘corporate parent’ before information is shared.

All the undertakings above are subject to Our paramount commitment, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection Policy.

Legal framework

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act (1998)

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Held on	25th June 2026
Date to be reviewed	June 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee

Safeguarding and Welfare Requirement: Information and Records
Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to ensure the needs of all children are met.

10.9 Working in Partnership with other Agencies

Policy Statement

We work in partnership with local and national agencies to promote the well-being of all children**.**

Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in our Privacy Notice as well as the Information Sharing Protocol, Safeguarding Children procedures and the Special Educational Needs Procedures.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have unsupervised access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

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Role of signatory	Trustee

Safeguarding and Welfare Requirement: Information and Records
Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers.

10.10 Making a complaint

Policy statement

We aim to offer a welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play. We believe children and parents are entitled to expect courtesy, and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group at any time. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

All settings are required to keep a written record ('summary log') of any complaints that reach stage 2 and above and their outcome. This is to be made available to parents as well as to Ofsted inspectors on request. A full procedure is set out in the Pre-school Learning Alliance publication *Complaint Investigation Record* which acts as the 'summary log' for this purpose

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with the setting leader.
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the Manager and the Trustees.
- For parents who are not comfortable with making written complaints, the playgroup will provide a template form for recording complaints; the form may be completed with the person in charge and signed by the parent.
- The setting stores written complaints from parents in the office.
- When the investigation into the complaint is completed, the setting leader or manager meets with the parent to discuss the outcome.
- Parents will be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 3

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

Stage 4

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

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the setting leader and the Trustees is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Local Safeguarding Children Board

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- The number to call Ofsted with regard to a complaint is: 0300 1231231
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

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

WE BELIEVE THAT MOST COMPLAINTS ARE MADE CONSTRUCTIVELY AND CAN BE SORTED OUT AT AN EARLY STAGE. WE ALSO BELIEVE THAT IT IS IN THE BEST INTERESTS OF THE PLAYGROUP AND PARENTS THAT COMPLAINTS SHOULD BE TAKEN SERIOUSLY AND DEALT WITH FAIRLY AND IN A WAY WHICH REPRESENT CONFIDENTIALITY.

The Information Commissioner's Office can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice given to you when you registered your child at William Older Playgroup. The ICO can be contacted at the Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF.

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Role of signatory	Trustee

Other useful Pre-school Learning Alliance publications

- Complaints Investigation Record (2012)

Section 11

GRIEVANCES, WHISTLEBLOWING & FINANCES

11.1 Grievances procedure

Introduction

The following procedure should be followed in order to settle all grievances concerning any employee(s) of the William Older Playgroup.

Principles

- The key objective of the procedure is to allow grievances to be settled quickly, fairly and at the lowest possible level within the William Older Playgroup, whilst allowing employees the opportunity to appeal to a higher level if necessary.
- The procedure covers all employed staff in the William Older Playgroup who have a grievance.
- It covers all matters which may become a source of grievance, excluding:
    1. Those concerned with disciplinary action unless the disciplinary action amounts to discrimination, or the action was not taken on the grounds of the employee's conduct or capability.
    2. Decisions on strategic business issues, which are taken by the Trustees, but not excluding the operational impact of those decisions.
- Employees are encouraged to raise concerns verbally with their manager (or employer) prior to raising a formal grievance.
- Employees are entitled to be accompanied at a grievance meeting and appeal, by a suitable representative or by a work colleague.

Procedure

- The William Older Playgroup's policy is to encourage free interchange and communication between managers and the staff they manage. This ensures that questions and problems can be aired and resolved quickly and that grievances are settled informally.

Informal procedure

- If an employee has a complaint about their individual circumstances at work, then they are entitled to raise a grievance. Employees are expected to discuss ordinary day-to-day issues informally with their line manager through supervision meetings or if necessary request a separate meeting. Where this is not possible employees should raise their concerns verbally with the next level of management, prior to raising a formal grievance.
- If after trying to resolve concerns informally employees are not satisfied, then they should write to the Manager (or the Trustees, if the grievance concerns the Manager), explaining their grievance.

Formal procedure

- Employees must provide in writing, the nature of the alleged grievance and send the written complaint to their immediate manager.
- Where the grievance is against the manager the matter should be raised with the Trustees.
- Normally within 5 working days of receiving a grievance, the manager/Trustees will write to the employee, inviting them to attend a meeting where the alleged grievance can be discussed. The meeting should be scheduled to take place as soon as reasonably possible, and normally at least 5 working days' notice of this meeting should be provided to the employee.
- Employees are required to take all reasonable steps to attend the meeting. However, should, for a reasonably unforeseen reason, either the employee, their companions, or the manger be unable to attend the meeting, it must be rearranged.
- Should an employee's companion be unable to attend then the employee should make contact within 5 days of the date of the letter to arrange an alternative date that falls within 10 days of the original date provided. These time limits may be extended by mutual agreement.
- At the meeting the employee must inform the manager/Trustee hearing the grievance what the basis for the complaint is.
- After the final meeting, the manager/Trustee hearing the grievance must write to the employee informing them about any decision and offering the right of appeal. This letter should be sent within 10 working days of the grievance meeting and should include the details of how to appeal.
- Should the employee consider that the grievance has not been satisfactorily resolved, then they must set out their grounds of appeal in writing within 7 working days, of receipt of the decision letter, confirming that they wish to appeal against the decision or failure to make a decision.
- Within 5 working days of receiving an appeal letter, the employee should be written to inviting her/him to attend an appeal hearing where the alleged grievance can be discussed. The appeal meeting should be scheduled to take place as soon as reasonably possible and (as far as possible) be heard by another Trustee.
- Employees are required to take all reasonable steps to attend the appeal hearing. However, should, for a reasonably unforeseen reason, either the employee, the line manager/ manager or their companion/s be unable to attend the meeting, it must be rearranged.
- Should an employee's companion be unable to attend then the employee should make contact within 5 days of the date of the letter to arrange an alternative date that falls within 10 days of the original date provided. These time limits may be extended by mutual agreement.
- After the appeal meeting, the appeal hearing manager must write to the employee informing them of the employer's final decision. This letter should be sent within 10 working days of the appeal hearing.
- This is the final stage of the procedure.

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Role of signatory	Trustee

11.2 Whistle Blowing Policy and Guidance

Introduction

William Older Playgroup is committed to the highest possible standards of openness, honesty and accountability. In line with that commitment we encourage employees and others with serious concerns about any aspect of the settings, operations to come forward and voice those concerns. It is recognised that certain cases will have to proceed on a confidential basis. This policy document makes it clear that employees can do something without fear of reprisals. This Whistle Blowing Policy is intended to encourage and enable employees to raise serious concerns within the setting rather than overlooking a problem or blowing the whistle outside. Staff have the right and individual responsibility to raise any matters of concern regarding poor practice at work. Staff are responsible for safety and well-being of all children attending the setting and this is priority over loyalty towards colleagues.

General principles

The policy is intended to:

- Encourage and enable individuals to raise genuine and legitimate concerns.
- Support staff to take an active role in the elimination of poor practice that may affect the safety and wellbeing of any child within the setting.
- Ensure concerns are appropriately investigated.
- Protect those making the complaint from victimisation or retaliation.
- In addition to the whistle blowing policy, the setting has other policies and procedures covering discipline, grievance and complaints. This policy is intended to complement these, and to cover concerns that fall outside the scope of other procedures.
- The Trustees will investigate, promptly and thoroughly, all concerns raised in accordance with this policy, and will take appropriate action.

Confidentiality

- The Trustees will do their best to protect a person's identity when a concern is raised, however in some circumstances identities will have to be revealed to the person complained against and the complainant may be asked to provide written or verbal evidence in support of their complaint. If a person's identity is to be disclosed, he or she will be told before the disclosure and the reasons why the disclosure is necessary. Having raised the concerns, the management/committee will expect the complainant not to talk about it to any other person, inside or outside the setting.

Anonymous complaints

- Concerns expressed anonymously, are much less powerful and harder to investigate, however they may be considered.

Untrue allegations

- If an allegation is made in good faith but it is not confirmed by the investigation, no action will be taken against the complainant. If, however, an allegation proves to be malicious, action may be taken against the person responsible for the malicious act.

How to raise a concern

- In the first instance, concerns should be raised with your immediate line manager. However, this may not always be appropriate, in which case concerns should be raised with the Trustees.
- Concerns are best raised in writing. You are invited to set out the background and history of the concern giving names, dates and places where possible, and the reason why you are particularly concerned. The earlier you express your concerns the easier it is to take action. If you do not wish to put the allegations in writing, the person to whom you are making the complaint will make a written record of the interview and will ask you to sign to confirm accuracy of the notes taken. Although you will not be expected to prove the truth about your allegations, you will be required to demonstrate that there are sufficient grounds for your concern.
- You should NOT:
    1. Investigate the matter yourself.
    2. Alert those suspected of being involved.
    3. Approach or accuse individuals.
    4. Tell anyone other than the designated persons (i.e. Trustees).
- Within a week of the receipt of your concern, you will receive a written acknowledgment of your concern, with a copy of your statement where appropriate. The management/committee will investigate your concern and within 2 weeks you will be informed of what action is being taken and will be kept up to date on the progress of the investigation. You will also be informed of the outcome any investigation. If you are not satisfied with the outcome of the investigation, you may elevate your concerns directly to Ofsted.

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Name of signatory	Louise Bowles
Role of signatory	Trustee

11.3 Disciplinary procedure

Introduction

This procedure is designed to encourage all employees to achieve high standards of conduct and work performance and also aims to provide a fair, effective and consistent method of dealing with disciplinary matters.

Key principles

- Employees are expected to know the standard of conduct or work performance expected of them.
- Employees will be provided with a management statement of the case prior to any disciplinary meeting and will be allowed to respond to any alleged fault or failing at the meeting.
- An employee is entitled to be accompanied by a trade union representative or work colleague employed by the setting, to a disciplinary meeting and appeal. Other external representatives may not accompany an employee.
- For minor or isolated infringements of rules or expected behaviour, managers and supervisors should give employees informal advice, coaching and counselling as part of their supervisory duties.
- Where an employee's conduct or performance fails to improve as a result of advice, coaching or counselling, or where the offence is more serious, then the disciplinary procedure will be applied.
- A prompt and thorough investigation into the concerns will take place prior to a disciplinary meeting taking place. The employee will be informed that an investigation is taking place as soon as possible. The setting reserves the right to dispense with an investigation interview with the employee (suspected of contravening policies or rules), and to proceed directly to a formal disciplinary meeting.
- The employee must take all reasonable steps to attend the disciplinary meeting and any appeal.
- Except in cases of gross misconduct, no employee will be dismissed for a first offence.

Categories of gross misconduct

- Gross misconduct is a category which can include:
    1. Theft, fraud and deliberate falsification of records, expenses, qualifications and other offences of dishonesty.
    2. Physical violence.
    3. Serious bullying or harassment.
    4. Deliberate damage to property.
    5. Conviction of a criminal offence relevant to the employee's role.
    6. Gross negligence.
    7. Serious insubordination.
    8. Misuse of the setting's property or name.

9. Misuse of electronic communications which defames individuals or brings the organisation into disrepute.
10. Bringing the organisation into serious disrepute.
11. Serious incapability whilst on duty brought on by alcohol or illegal drugs.
12. Serious negligence which causes or might cause unacceptable loss, damage or injury.
13. Serious infringement of health and safety rules.
14. Serious failure to comply with policies, procedures and legal requirements that safeguard children.
15. Serious breach of the early year's setting's and statutory policies.
16. Serious breach of confidentiality (subject to the Public Interest (Disclosure) Act 1998).
17. Defaming or bad mouthing the setting on social networking sites.
18. Inappropriate behaviour for example, inappropriate sexual comments, excessive one-to-one attention beyond the requirement of the staff member's usual role and responsibilities; or inappropriate sharing of images.

- This is not an exhaustive list.

Steps prior to deciding to take disciplinary action

- When any incident of misconduct or negligence or poor performance is alleged to have occurred, the manager must establish the facts to decide whether there is a need for a disciplinary meeting.
- Where appropriate/possible, signed written statements should be obtained as quickly as possible from the individual(s) concerned and should include where possible, dates, times, details of those present and the issues of concern.

Procedure

- At the earliest opportunity the manager must inform the employee that an allegation/incident has occurred and that an investigation is to take place.
- Following an appropriate investigation, the manager must prepare a written statement of the employee's alleged conduct or characteristics, or of the circumstance which have led to the contemplation of taking disciplinary action.
- The manager or supervisor must send the statement and any witness statements to the employee including any evidence that will be relied upon at the meeting and, invite her/him to attend a disciplinary meeting to discuss the matter. The employee should also be informed of their right to be accompanied at the meeting. Employees should be given an appropriate amount of notice of the meeting in order to prepare their response and to contact any witnesses that he/she wishes to call to the meeting to give evidence.
- A disciplinary meeting must take place before any disciplinary action is taken, (except where the action in question consists of suspension pending a disciplinary meeting). At the meeting, the manager or supervisor should ensure that the circumstances of the complaint against the employee are fully discussed and that the employee is provided with an opportunity to respond to the management case. The manager will then decide whether or not to issue a disciplinary penalty. The outcome of the disciplinary meeting must be

confirmed in writing within 10 working days, to include the right of appeal and to whom to address any appeal letter.

Appeal

- Any employee who feels they have been disciplined unfairly may appeal in writing to the person named in the disciplinary letter. All appeals must be submitted in writing, clearly set out the grounds for appeal, within 7 working days of the date of the disciplinary meeting letter.
- Normally an appeal meeting will be arranged with the employee together with the line manager of the manager e.g. the owner, who issued the disciplinary penalty, within 15 working days of the employee's request.
- A letter detailing the outcome of the appeal should be issued within 10 working days of the appeal meeting.

Disciplinary penalties

- Managers should not issue any disciplinary penalties without a formal meeting.
- There are five disciplinary penalties, which may result from misconduct:
    1. Formal verbal warning (first formal warning).
    2. Written warning.
    3. Final written warning.
    4. Dismissal with notice.
    5. Summary dismissal.
- The gravity of the offence will determine which disciplinary penalty is issued. All disciplinary penalties must be confirmed in writing.

Formal verbal warning

- Minor breaches of organisational discipline, misconduct or time keeping, or failure to meet performance criteria, may result in a formal verbal warning given by the manager. The manager may give this at a disciplinary meeting with the employee. This warning should be confirmed in writing. If the warning relates to unsatisfactory performance, then it should set out:
    1. The performance required.
    2. The improvement required.
    3. The timescale for improvement.
    4. Any review date.
    5. Any support that can be offered to assist the employee to improve their performance.
- If the warning relates to conduct, then the nature of the misconduct and the change in behaviour required should be set out in the warning letter.
- The employee may be accompanied at the meeting by a work colleague or a trade union representative.

- The warning will be placed on the employee's personnel file. After a period of three months, if no further disciplinary action has been found necessary and the minor breach has been resolved, the warning will expire.

Written warnings

- If the infringement is regarded as more serious, or the employee's work or conduct are considered unsatisfactory after they have received a formal verbal warning and after a period has elapsed in which the employee has had time to remedy their work or conduct, a disciplinary meeting conducted by the manager will be held.
- The employee will be informed of the nature of the complaint and such evidence as may exist, and will be given an opportunity to respond. The employee will be told of the decision and given a letter of confirmation within 10 working days of the disciplinary meeting. The written confirmation will state:
    1. The date of the disciplinary meeting and those present.
    2. The penalty imposed.
    3. Details of the misconduct, poor performance or poor time keeping that has occasioned a warning and the performance required or the change in behaviour required.
    4. The timescales for performance improvement, where appropriate.
    5. Details of any necessary action to remedy the situation, any period of review, extra training or supervision etc., or the possibility for redeployment/demotion.
    6. That any further misconduct etc. will result in a further disciplinary meeting and will normally result in a confirmed final warning, which if unheeded will result in dismissal with appropriate notice.
    7. That there is a right of appeal.
- After a period of six months, if no further disciplinary action has been found necessary and the minor breach has been resolved, the warning will expire.

Final written warning

- If the employee's work or conduct fails to improve, or where the infringement is sufficiently serious, the manager will follow the same procedures as for issuing a written warning. If proven, a final warning, which will be in writing, will be given to the employee warning that any further misconduct will result in dismissal with appropriate notice.
- After a period of twelve months, if no further disciplinary action has been found necessary and the breach has been resolved, the warning will expire.

Gross misconduct

- Employees dismissed with notice will be paid for this notice period. An employee may be dismissed without notice if there has been an act of gross misconduct, or a major breach of duty or conduct that brings the organisation into disrepute. The employee will be suspended with pay while the circumstances of the alleged gross misconduct are investigated.
- A dismissal must be confirmed in writing within 10 working days of the date of the disciplinary interview. As well as covering the points listed under written warning, the letter

should also include details of any outstanding money owed to the employee, how and when it will be paid and the final date of employment.

- In certain cases, where a member of staff is dismissed from the organisation or internally disciplined because of misconduct relating to a child, we inform the Independent Safeguarding Authority.

Suspension

- Suspension should be used sparingly in circumstances where the manager needs to conduct an investigation prior to a hearing where it is felt that the impact of not suspending the employee during the period would be likely to be more detrimental than suspending them.
- Cases which involve potential gross misconduct will usually result in suspension - particularly when relationships have broken down or where the setting's property or responsibilities to other parties are involved, or where the employee's presence may prejudice the inquiry.
- Suspension should be kept brief and reviewed to ensure that it is not unnecessarily protracted.
- Where a member of staff is suspended because of alleged misconduct relating to a child, we inform Ofsted, social services and we may also contact the Police. We may also contact other relevant agencies.

Timescales

- Employees are required to take all reasonable steps to attend the hearing. However, should, for a reasonably unforeseen reason, either the employee, the line manager / **manager** or their companions be unable to attend the meeting, it must be rearranged.
- Should an employee's companion be unable to attend then the employee should make contact within 5 days of the date of the letter to arrange an alternative date that falls within 10 days of the original date provided.
- Time limits may be extended by mutual agreement.

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Name of signatory	Louise Bowles
Role of signatory	Trustee

11.4 Financial Policy

Policy statement

- This policy has been written to ensure that the playgroup's finances are managed in accordance with our objectives, prevent against fraud and ensure that we operate legally as a charity.
- The controls detailed below aim to strike a sensible balance between preventing mismanagement/fraud and ensuring that the measures are not too stringent that they impair the day-to-day operation of the playgroup.
- They provide a clear framework for all staff and Trustees to work to.

Receiving fees and other payments

- All cash and cheques should be stored in the office in a lockable cash box in a locked drawer in the office.
- Cash should be banked as soon as is practically possible after receipt.
- Cash should be taken directly to the bank from the playgroup.
- All fees and sales of uniform should be recorded on a banking sheet and a receipt given.
- Banking sheets should be kept in the office drawer until the money is banked and they are filed by the Administrator.

Petty Cash

- Where possible, cash should not be used. Debit cards or cheque should always be the preferred method of payment.
- There should be a separate locked cash box for petty cash.
- A receipt should be provided for any purchase made with petty cash.

Controls over Payments by Cheque

- Bank signatories are recorded on the mandate. At present, two signatories are required to sign cheques.
- The signatories are responsible for checking that the cheque is made out to the name on the invoice, the amounts are the same, the supplies were for goods and services were authorised by the appropriate people, and that the goods/services were actually supplied.
- The signing of blank cheques is discouraged.
- Signatories are not permitted to sign cheques payable to themselves.

Controls over Payments by Debit Card

- It is understood that debit cards are an easy and convenient way to purchase goods and services. The Manager, the Administrator and the Head of the Trustees are authorised to make payments using the playgroup's debit card.
- Under no circumstances should the debit card and PIN be given to anyone else to purchase goods/services or withdraw cash.

- The person making the payment by debit card should ensure that they have the correct level of authorisation before making the purchase.

Controls over Internet Banking

- It is understood that internet banking is an easy and convenient way to pay suppliers and services and to pay the monthly wages.
- The Manager and the Administrator have access to the Internet banking.
- Under no circumstances should the internet banking log-in details be given to anyone else to purchase goods/services or transfer money.
- The person authorising the internet payment should ensure that they have the correct level of authorisation before making the purchase.

Authorisation of Invoices/Payments

- The following levels of authorisations are required:

Up to £500	The Manager, the Administrator or any of the Trustees
Between £500 and £1500	The Manager or the Administrator plus any two Trustees
Over £1500	The Manager or the Administrator plus all of the Trustees

- Where practically possible, at least two (and preferably three) quotations should be sought for any goods/services. The quotations should be evaluated to ensure that the playgroup is receiving the best value for money/service. In most cases, the Manager will provide a recommendation as to which quote is preferred taking into consideration the goods/services required, the price, the safety of children, any past experience with the supplier and the supplier's stated working arrangements/dates/hours.
- The cheapest quote does not necessarily need to be accepted as long as approval is sought from the appropriate people (as listed above).
- Full payment should not be made until the goods/services have been provided.

Financial Reports

- At the end of every month, the receipts are reconciled against the bank statement.
- All transactions are recorded using the QuickBooks via our bookkeeper.
- Any missing receipts are identified and replacement sought (or if not, a file note is completed).
- A summary report is emailed to all Trustees and a copy is kept by the Administrator. Trustees can request further information on any of the financial transactions from the Administrator.

Paying Staff

- Hourly rates are approved by the Trustees annually for all staff.
- Staff provide a pay claim for the number of hours worked in a month.
- The number of hours is checked against the register by the Administrator.
- All details are provided to our bookkeeper for processing with tax and NI deducted (where applicable).
- Staff (and HMRC) are paid by direct transfer (using Internet banking).

Missing Money

- Any member of staff or Trustee that identifies any misconduct (any clause of the policy not being adhered to) should immediately inform the Trustees.
- If it is thought that money has gone missing from the playgroup, or if fraud is suspected, a meeting of the Trustees should be organised as soon as possible and the situation investigated.
- If fraud is suspected, the Playgroup would ask the Police to investigate. All findings from an internal investigation and documentary evidence would be presented to them.
- An Accountant would be appointed to audit the accounts and the Charity Commission would be notified of the loss.
- It is understood that any successful prosecution does not guarantee retrieval of funds.

Reserves Policy

- The playgroup reserves a working balance to cover staff wages/redundancy and other expenses should the setting need to close for any reason.
- Any excess revenue is reinvested in the playgroup.
- The Trustees meet regularly to discuss the financial position of the playgroup and consider its medium to long term plans which could include building extensions, playground equipment and/or any other capital spending.

This policy was adopted at a meeting of	WILLIAM OLDER PLAYGROUP
Held on	25th June 2026
Date to be reviewed	June 2027
Signed on behalf of the Trustees	Louise Bowles
Name of signatory	Louise Bowles
Role of signatory	Trustee