



Magpies Kidlington Policies

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

These Policies and Procedures are designed to help Magpies to deliver the aspirations of the Early Years Foundation Stage and to achieve the highest standards of care, education and safeguarding.

A written copy of these Policies and Procedures must be accessible to Parents, Carers, Staff and Childcare professionals at all times. Our policies are reviewed regularly following self evaluation and revised guidance.

These Policies and Procedures apply to all Magpies settings including those where the majority of children are not EYFS. This is to ensure continuity of care across all settings. Where sections of the Policies and Procedures apply to only one age group it is made clear within the document.

All staff members must have read and understood these Policies and Procedures. While you are not expected to memorise this whole document you must refer to this document at any time you are unclear how to proceed. There is an index of main headings on the next page to enable you locate guidance quickly.

Each member of staff has individual responsibility to ensure that these Policies and Procedures are adhered to.

For Employees these Policies and Procedures form part of your contract of employment and for Volunteers and Students part of your contract of engagement.

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Key Carer

In order to meet the individual needs of all children in the Early Years Foundation Stage each child will be assigned a Key carer when they join Magpies. Parents and/or carers will be informed who this person is, and what their role will be.

At Magpies the Key carer is expected to help the child to become familiar with the provision and to feel confident, happy and safe within it.

The Key carer will endeavour to make close links with the parents or carers of their key children to make sure that each child is being cared for appropriately and in line with the wishes of each family.

The Key carer will meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour. This will include talking to the child, comforting them, making an appropriate environment for their needs and having input into planning an appropriate curriculum. The key carer must ensure that learning and care is tailored to each child's individual needs.

It is also the role of the key carer to engage and support parents and/or carers in guiding their child's development at home and to help families engage with more specialist support if appropriate.

In our Early Years settings Key carers work in pairs in colour groups to make them easy for children, and their carers, to identify.

Admission Policy

Magpies welcome children and families from all sections of the community and regardless of individual needs.

- We celebrate all cultures and festivals from all Religions and beliefs systems and accommodate all dietary needs.
- Where children with special needs or disabilities present themselves we take any training and/ or make any adaptations necessary to include the child, as far as is practical.
- All Magpies settings are fully accessible with disabled facilities.
- We ensure that information about Magpies is written using plain English.

The priority order for allocation of places is:

1. Siblings attending at the same time.
2. Special circumstances needed priority consideration (in our opinion).
3. Date of first application given on the Registration Form.
4. Funded two year olds.

Settling in

The experience of Preschool and starting the very first steps towards independence is hugely beneficial to a child but the transition can be difficult for all involved. Magpies understand this and do all that we can to help things go as smoothly as possible.

Every family is expected to visit the setting at least once with their child, and their Mother, Father or other Care giver before starting, and are welcome as many times as needed.

We will ensure, as far as possible, that the Care giver is given full information about the setting, the way we operate, the routine, and available support. For all children, especially children who are in the EYFS, we will gather as much information as we can about the child and their situation from the care giver to help us to settle the child in and care for them effectively.

As soon as a place is accepted the child will be given a 'Key carer' who will work hard to create a relationship and bond with the child and family to ease the settling down process. Very occasionally a child will form a natural bond with a carer who is not their 'Key carer'. In this case we will discuss the possibility of changing Key carer with the carer.

After starting Care givers will be encouraged to help the child settle down, having warned the child that they will need to leave at the appropriate time. Your child will very rapidly understand that you need to leave with the other parents and carers.

Care givers need to assure the child that they will come back later. We will review how the child is settling in regularly until all parties are satisfied that the child is completely settled.

Your child is very welcome to bring a comforter or special toy and will be allowed access to it for as long as needed, but after time will be encouraged to put it to one side, in an accessible place, at a pace appropriate for the individual.

It might be appropriate for your child to come to fewer sessions to begin with and build up as your child becomes more settled. To get the best out of Preschools it is important to do both morning and afternoon sessions

It is obviously very important that we are able to contact you, if needed, while your child is in our care and this is especially important during the settling in process.

Registration, bringing and collecting your child

We are required to keep accurate records of the actual times children attend our settings. Even our session based settings, where all children arrive and leave at the same time, we are required to record actual times attended.

Arriving for Breakfast Club, Preschool sessions and Holiday Club

Parents and Carers are required to hand over their child to the member of staff completing the Register, who will record the actual time of arrival. You must never 'leave' a child without handing them over into our care.

Collecting your child from Preschool sessions

You must collect your child from a member of staff who are required to record the actual time your child leaves in the Register.

Collecting your child from After School Club and Holiday Club

You are required to record the **actual time** your child leaves by giving your child's name, your proper name (not 'Dad' or similar), the actual time and then signing the entry.

Children leaving Breakfast Club to go to school

Children being taken to school from Breakfast Club will be signed out by a member of staff who will record the actual time, and, in addition, all EYFS Children will be handed over to a member of school staff who must sign our handover book.

Children arriving at After School Club from school

Children arriving for After School Club will be signed in the Register at the time they arrive by a member of staff.

Children coming and going to school activities

Children will be signed IN and OUT by a member of staff. The actual times will be recorded. Younger children and all children where an agreement has not been signed by a Parent or Carer will be escorted and collected to and from school based activities. Children attending activities will wear an identifying Magpies wristband.

- This procedure is IN ADDITION to calling the register as an additional check.
- The Register must be kept in a consistent and highly visible, easily accessible place by the main exit.

Registration Form

It is a requirement that the Registration Form must be completed in full. For Early Years Foundation Stage children, we require comprehensive information about your child to enable us to provide the best possible care.

Only those listed on the Registration Form and who know the password will be permitted to collect your child.

The Registration Form must include;

- Your current mobile telephone number
- Any known medical condition including suspected or recently diagnosed
- Any known allergies or sensitivities
- Any dietary requirements
- Any religious affiliation that we need to be aware of
- Full, complete and up to date contact information
- Any situation or circumstances that we need or might need to be aware of

You must inform us about in the event of any change, of any kind, including any change to the makeup of your household.

Users are required to update your Registration Form annually, or on request.

Mobile Phones

Personal Mobile phones are not allowed to be carried or used by staff in the setting. All personal phones must be stored where they are not accessible by staff until the end of shift.

Some staff have work phones that have appropriate safeguarding and staff are permitted to carry these while working.

For staff and volunteers, including 'stay-and-play', the setting telephone number should be provided to family and anyone else who might need it to contact you in an emergency.

Parents and Carers are not permitted to use their mobile phone anywhere on the premises including play areas and any inter connecting space.

Whistle Blowing

Allegation of Child Abuse against a Member of Staff

- We ensure that all staff members, professionals and parents know how to complain about staff or volunteers within the setting, including an allegation of abuse.
- The person making the allegation will be treated with respect and assured of a thorough investigation.
- The member of staff will be informed of the allegation and given information about possible actions of other agencies.
- **The Local Authority Designated Officer (LADO) will be informed immediately and advice taken before alerting the person the allegation is made about.**
- Ofsted will be informed as soon as is reasonably practical and in any case within 14 days of the event occurring and advice taken.
- The member of staff may need to be suspended pending further enquiry.
- The member of staff will be supported through the process of investigation.
- The person making the allegation will be kept informed of progress.
- All information will be kept confidential.
- All actions will be in line with the complaints procedure.

Contact details for allegations against staff and volunteers

Alison Beasley - Designated Officer (LADO)
Tel: 01865 815956
Mobile: 07833 436649
alison.beasley@oxfordshire.gov.uk

Donna Crozier - Assistant Designated Officer
Tel: 01865 816382
Mobile: 07901 331799
donna.crozier@oxfordshire.gov.uk

Team telephone number 01865 810603

LADO.SafeguardingChildren@oxfordshire.gov.uk

Ofsted 0300 123 1231

Non Collection of Children Policy

Magpies will work closely with parents and give opportunities for each Key carer to work with parents, so that they get to know, and understand, the children in their key group. In this way we hope to meet the needs of parents and children to ensure that, among other needs, we provide a service which meets parent's needs for childcare.

However, if a child is not collected at the expected time the following actions will be taken: The child should continue to be cared for as usual and every effort should be made to make sure the child is not upset by the situation. The child's Key carer, or in their absence the manager, should use all contact numbers in the Registration Form to contact first the main carer, and then any other person listed on the Registration Form with authority to collect the child.

If, after 30 minutes the parent or carer has still not arrived and staff have been unable to make contact with any authorised person, it may be necessary to contact Children's Social Care Services and take their advice.

Children will not be allowed to go home with another person unless signed permission has been given previously by the child's parent or carer or, in exceptional circumstances, telephone permission has been given, the collector has identification in the form of a card driving licence, photo work ID Card or similar, and they know the password.

Parents should always be aware of the procedure to be followed in this situation and note that in the case of late collection without good reason, charges will be made.

Diarrhoea

If a child has sickness and diarrhoea they must be kept away from Magpies for a period of 48 hours from the last incident.

Chicken Pox and Infectious Diseases

Chicken Pox and some other infectious diseases can be dangerous for expectant mothers and those with reduced resistance, and therefore the periods of isolation from our settings must be observed. We observe the requirements of 'Guidance on infection control in schools and other childcare settings' Public Health Agency.

Special Educational Needs and Disability Policy

Special Educational Needs & Disability Manager is Betty Agha

Magpies Special Educational Needs and Disability Manager has responsibility for co-ordinating Special Educational Need provision and equality of opportunity for disabled children.

Inclusion

All children are entitled to the best possible education and to become confident young children with a growing ability to communicate their own views and ready to make a successful transition into compulsory education.

Magpies do not discriminate against children with any additional educational needs, or disability, and ensure that they are not harassed or victimised. We make all reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage. All children are entitled to enjoy a full life in conditions which will help them take part in society and develop as an individual, with their own cultural and spiritual beliefs.

We believe that all children should feel valued and confident and should be cared for in a warm and loving environment. We will work with parents at all stages of the child's education and care to ensure our principles are put into practice.

Early identification

Magpies are alert to emerging difficulties and respond as soon as we become aware.

We realise that parents and carers know their children best and it is important that we listen and understand when parents express concerns about their child's development, as well as any concerns that might be raised by children themselves.

If we identify a child as having Special Educational Needs we work in partnership with parents to establish the support the child needs.

Support

We work hard to ensure that a child with Special Educational Needs gets the support they need.

Children with Special Educational Needs engage in the activities alongside children who do not have Special Educational Needs, and we actively promote equality of opportunity for disabled children.

We take all reasonable steps to ensure that children with medical conditions get the support required to meet those needs.

Identifying Need

When a child is aged between two and three, we review progress and provide parents with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. This progress check must identify the child's strengths and any areas where the child's progress is slower than expected.

If there are significant emerging concerns (or identified Special Educational Needs or Disability) Magpies Early Years Educators (Key Carers) together with Magpies Special Educational Needs and Disability Manager, will develop a support plan to support the child.

Support Plan

The summary of the support plan will include where good progress is being made, where some additional support might be needed, and if there is a concern that a child may have a developmental delay (which may indicate Special Educational Needs or Disability). It will also describe the activities and strategies we intend to adopt to address any issues or concerns.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, Early Year Educators will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from observations, and from any more detailed assessment of the child's needs.

From within Magpies, Early Year Educators will particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Magpies Special Educational Needs and Disability Manager will be involved at this stage, and any specialist advice will also inform decisions about whether or not a child has Special Educational Needs. All the information should be brought together with the observations of parents and carers considered with them.

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision. In all cases, early identification and intervention can significantly reduce the need for more costly interventions at a later stage.

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Where it is decided to provide Special Educational Needs support, and having formally notified the parents, the Early Year Educator and Magpies Special Educational Needs and Disability Manager should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child.

The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

The Early Year Educator, usually the child's key person, remains responsible for working with the child on a daily basis. With support from Magpies Special Educational Needs and Disability Manager, they should oversee the implementation of the interventions or programmes agreed as part of Special Educational Needs support.

Magpies Special Educational Needs and Disability Manager will support the Early Year Educator, in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support

Special Educational Need support includes planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the Special Educational Need support being provided or the Education, Health and Care plan.

To support the transition, information should be shared by the current setting with the receiving setting or school. Magpies will agree with parents the information to be shared as part of this planning process.

Reviewing progress

The Support Plan, or progress towards one, or other provision for Special Educational Needs, or disability, will be reviewed on a documented timescale agreed by the Early Years Educator, Magpies Special Educational Needs and Disability Manager and the Parents/ carers.

Where a child continues to make less than expected progress, despite evidence- based support and interventions that are matched to the child's area of need, Magpies Special Educational Needs and Disability Manager will consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists should be taken with the child's parents.

Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment.

Magpies SEND Manager's responsibilities

- Ensuring Early Year Educators in the setting understand their responsibilities to children.
- Understanding and implementing Magpies approach to identifying and supporting special educational needs and disability.
- Advising, and supporting colleagues.
- Ensuring that parents are closely involved throughout and that their insights inform action taken by the setting.
- Liaising with all other professionals or agencies beyond the setting.

Ongoing Assessment

Assessment plays an important part in helping parents, carers and early years educators to recognise children's progress, understand their needs, and to plan activities and support.

Ongoing assessment is an integral part of the learning and development process. It involves Magpies early years educators observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

In their interactions with children, early years educators should respond to their own day-to-day observations about children's progress and observations, and those that parents and carers share.

Assessment does not entail prolonged breaks from interaction with children, nor require excessive paperwork. 'Paperwork' should be limited to that which is absolutely necessary to promote children's successful learning and development.

Magpies keep Parents and/or carers informed about their child's progress and development through Tapestry. Early years educators encourage parent/carer engagement with Tapestry, but provide parents/carers unable to access Tapestry, for any reason, with printed updates of their child's progress and development.

Magpies early years educators address any learning and development needs in partnership with parents and/or carers, any relevant professionals, and Magpies Special Educational Needs and Disability Manager.

These policies are consistent with, but subservient to, the provisions and regulations contained in the Special educational needs and disability code of practice: 0 to 25 years

Parts of our Special Educational Needs and Disability policy refers only to children who fall under the EYFS and who attend our settings more than any other setting. However the principles apply to all children and all settings, and where there is any doubt about responsibility or any failure to agree Magpies always ensure the child's entitlement is met.

The EYFS progress check

This is completed when the child is between 2 ½ - 3 years of age. This is a statutory requirement of the EYFS and is carried out for all the children in the context of the early years provision they attend (this includes childminders).

This progress check identifies the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, early years educators will develop a targeted plan to support the child's future learning and development involving parents and/or carers, other professionals, and Magpies Special Educational Needs and Disability Manager.

Beyond the prime areas, it is for Magpies early years educators to decide what the written summary should include, reflecting the development level and needs of the individual child.

However, the summary must highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability).

It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. Magpies early years educators will discuss with parents and/or carers how the summary of development can be used to support learning at home.

Magpies encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to. Magpies early years educators must agree with parents and/or carers when will be the most useful point to provide a summary.

If possible the EYFS progress check and the health and development review should inform each other and support integrated working.

This will allow health and education professionals to identify strengths as well as any developmental delay and any particular support from which they think the child/family might benefit.

Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.

Transfer to Foundation Stage

In the final term of the year in which the child transfers to Foundation Stage, the ongoing EYFS assessment is finalised for each child. In usual circumstances an EYFS Profile will be completed by the school foundation stage in preparation for entry into the main school. Magpies will make the finalised assessment available to the Foundation Stage in keeping with the principles of the EYFS Profile.

In exceptional circumstances it is possible that a child might transfer from Magpies to School at age 5, and in this case a full Early Year Foundation Stage Profile will be carried out following current guidance.

The finalised assessment provides parents, carers, and teachers with a good indication of a child's knowledge, understanding and abilities, and their progress against expected levels, as they transfer. It will reflect ongoing observations, contain all relevant records held by the setting that we have permission to share, discussions with parents and carers, and any other adults whom it is considered can offer a useful contribution.

Each child's level of development will be assessed against the early learning goals and Magpies Early Years Educators will indicate if a child is meeting the expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels.

The Reception class teacher will be offered a copy of the Assessment, together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These should inform the teachers about the child's stage of development and learning needs, and assist with planning the next steps. Magpies Early years Educators will meet with the teacher, on request, to expand on the assessment.

This Assessment will be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate. Magpies will seek the help of our Special Educational Needs and Disability Manager or other professionals if required.

Each child receives a full final report when leaving Magpies to transfer to their next stage of learning which is given to parents and cares and made available to Foundation stage if required.

Visitors

Procedure for checking the identity of visitors

- We expect to be informed ahead of any visit by any person so that we are expecting the visit and can, if necessary, arrange for extra staff to be available. Only in exceptional circumstances will this expectation be waived.
- If a visitor or prospective parent is unknown to the setting their credentials will be checked before allowing them to enter the setting.
- We ask for at least 1 form of identification and proof of which organisation they may work for.
- We ensure that any visitor or prospective parent is supervised throughout their visit.
- We record that ID has been checked, together with the visitor's name, reason for visit, time and date in our Visitor's book.
- Ensure that the visitor has seen our conditions of entry sheet.
- We require regular visitors from authorised bodies to verify their DBS check.

Volunteers

- We allow parents and carers, and occasionally those considering a career in childcare, to volunteer to work in our settings.
- All volunteers must produce evidence of identification, including photographic ID and proof of residency.
- Volunteers are supervised at all times and never left unsupervised with a child or children at any time.
- Volunteers will wear a badge or lanyard identifying them as volunteers.

Students

Like most child care settings we often have students working here with the children. This gives an opportunity for them to gain first hand experience and is good for the children who benefit from the extra attention. Students are always supervised. All students and staff will be subject to an enhanced DBS check.

Occasionally, individual students aged 17 and over who are on long-term placements may be included in the ratios if we are satisfied they are competent and responsible.

As part of their college work, students may wish to observe specific children. Permission will always be sought from parents/carers before this happens.

Equality of Opportunity/Diversity

Magpies Equal Opportunities Lead practitioner Siama Rasool.

Magpies work in accordance with all relevant legislation including the Equality Act 2010. Staff believe in promoting equal opportunities for everyone and value diversity in children, parents, carers, staff and visitors. We believe that all children have an entitlement to have equal access to a broad balanced, relevant and differentiated curriculum. Staff strive to ensure that all children develop self-confidence and high esteem whilst recognising and valuing differences between themselves and others.

The diversity of individuals and communities is valued and respected. No child, family or staff member is discriminated against. It is this member of staff's responsibility to review, monitor and evaluate the effectiveness of our inclusive practices.

However it is the responsibility of all staff to understand and promote equal opportunities through:

- Attending suitable training.
- Encouraging children to recognise their own unique qualities and the characteristics they share with other children.
- Working with families to ensure that individual information is gained for each child about such things as family customs and beliefs, home language, dietary requirements , etc.
- Monitoring the curriculum and use of resources to ensure a broad and balanced curriculum that reflects our culturally diverse society and which is suitable for both active and more passive children.
- Promoting an anti-bias curriculum to actively challenge any negative feelings towards and stereotyping of others. This will be partly through using dolls, puppets and books to tell stories which help children to question their own feelings and views and to promote a sense of justice and fairness.
- Challenging negative comments from both children and adults.
- Providing a range of equipment which reflects a diverse society such as dual language books, home corner equipment which reflects a range of home cultures, stories which reflect the diversity of our society, small world equipment , etc.
- Celebrating a wide range of cultural festivals using appropriate teaching materials.
- All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability will have the opportunity to experience a challenging and enjoyable programme of learning and development.

Safeguarding Children

Magpies Designated Lead is Marion Jackson

Who has attended all relevant training. Every setting has a Safeguarding children Practitioner whose name must be displayed, who are required to seek the advice of the Lead Practitioner as required. The lead officer is responsible for liaison with statutory children's services agencies, and with the LSCB. It is their duty to provide support, advice and guidance to other members of staff.

At Magpies, we comply with all the legal requirements set out in the 'Statutory Framework for the Early Years Foundation Stage'. We work in line with the guidance and procedures of the Local Safeguarding Children Board and the Government's statutory guidance 'Working Together to Safeguard children'.

We seek to share information about children in an appropriate manner whilst continuing to maintain confidentiality. We follow the guidance 'Good Practice in Information Sharing in the Foundation Years'.

- All settings are registered with OFSTED and all staff have undergone enhanced DBS checks and must have completed a Staff Disqualification Declaration. Staff are aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings, including all members of their household (whether received before or during their employment at Magpies).
- All Students are supervised at all times (see policy on students).
- Written parental permission will be obtained before children are taken on outings in addition to the permission given in the Registration Form.
- Staff will keep records/observations of all children in the setting. This includes detailed written notes on any disclosure of abuse made by a child.
- Personal mobile 'phones are not permitted within the setting. See the 'Mobile Phone' policy.
- Only cameras owned by Magpies and kept on the premises can be used in the setting.
- Staff will inform LADO at once and Ofsted without delay or within 14 days at the latest, of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation related to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place.

- Staff will also notify local children's social care services and, if appropriate, the police of any allegations as above.
- All concerns will be kept confidential.
- We meet our responsibilities under current legislation of Safeguarding Vulnerable Groups in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We work in line with the Government's statutory guidance of Working Together to Safeguard Children.
- Each EYFS child will be assigned a keyperson. 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.

All staff at Magpies have an up-to-date understanding of safeguarding children issues and, through external and in-house training, are aware of the contents of this policy and how to respond to:

- Significant changes in children's behaviour.
- Deterioration in children's general well-being
- Unexplained bruising, marks or signs of possible abuse or neglect
- Comments children or adults make which give cause for concern
- Issues which cause concern in the child's life at home or elsewhere.
- Inappropriate behaviour displayed by other members of staff, or any other person working with children e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role or inappropriate sharing of images.

Magpies setting manager is available to discuss initial concerns with parents/carers and offer support and assistance. Should a member of staff have concerns about the well-being of a child they will inform the manager or Lead Practitioner for Safeguarding who will take the following action:

- Speak to the child's key carer
- Speak to Parents/carers

If there are still concerns about the child:

- Use the contact details listed below to report your concerns and take advice, and if necessary, call the Police.

All members of staff have a responsibility to ensure that appropriate steps are taken. Where staff suspect sexual or serious abuse has occurred or is likely to occur, the Lead Officer for Safeguarding Children and the Manager may contact the services below without first speaking to parents or carers. For all other concerns, parents or carers will be consulted immediately.

Immediate Concerns about a Child

If a child is in imminent danger do not hesitate to call 999

The Multi-Agency Safeguarding Hub (MASH) is first contact for all child protection and immediate safeguarding concerns. An immediate safeguarding concern is, for example:

Allegations/concerns indicating a serious risk to the child e.g. physical injury, injury to a baby or serious neglect; e.g. bruises evident, implement used to chastise

Allegations that the child has been sexually/physically abused and is to be returned to a situation that may place him/her at risk

The child is frightened to return home

The child is already subject to a child protection plan

Concerns that the child is suffering from severe neglect or other severe health risks

The child has been abandoned or parent is absent (e.g. unaccompanied asylum seeker)

You should call the MASH immediately: **Call MASH on 0345 050 7666.**

Concerns about a Child that are not immediate

If you have any concern about a child or family, but it is not an immediate safeguarding concern, then you should refer to the Threshold of Needs matrix, which can be found on the Oxfordshire Safeguarding Children Board website, <http://www.oscb.org.uk> This tool is designed to support professionals to make decisions as to whether contact needs to be made with Children's Services and, if so, to which team.

The new 'Early Help Assessment' (EHA) and 'Team Around the Family' (TAF) paperwork and the revised 'Threshold of Need' can be found on this website.

No Names Consultation

A 'No Names' Consultation enables professionals to talk through concerns they have for children when there is not an immediate safeguarding concern and where there is no consent from the family. If you require a No Names Consultation then please contact your local The Locality and Community Support Service (LCSS) team.

LCSS North: Samuelson House, Tramway Rd, Banbury OX16 5AU
Tel: 0345 2412703
Email: LCSS.North@oxfordshire.gov.uk

Family Solutions Service

The Family Solutions Service (FSS) will provide support to vulnerable families across Oxfordshire and will focus support for children aged 0 – 19 (and up to their 25th birthday if children have special educational needs with an Education Health and Care Plan in place) and families in greatest need.

North

Witan Way, Witney, OX28 4YA 01865 328730

WitneyFST@oxfordshire.gov.uk

New Futures Centre, Hilton Road, Neithrop, Banbury, OX16 0EF 01865 328440

BanburyFST@oxfordshire.gov.uk

Courtyard Youth Arts Centre, Launton Road, Bicester, OX26 6DJ 01865 328470

BicesterFST@oxfordshire.gov.uk

What to do if a child discloses

- Listen carefully. Be careful not to ask leading questions.
- Be supportive and comforting but be careful not to demonise the perpetrator or make judgements.
- Do not promise to keep it a secret; but reassure them you will only share with people who really need to know.
- Stay calm.
- Explain what will happen next, how you will need to talk to someone who can help.
- Let them know that they will be kept informed.
- As soon as you can make notes and try to remember the actual words. Make only the notes you need to make and try to be objective, coming back later to complete.
- Report to the setting Designated Lead immediately or the company designated lead Marion Jackson.
- Complete your notes. If, on reflection, you may have asked a leading question or 'jumped to a conclusion', you must make note of it now.
- Ensure that appropriate action is taken. The child has entrusted you with a disclosure and this is your responsibility.
- Refer to our safeguarding and child protection policy.
- As soon as possible return to the child to reassure even if you have no news.
- Be prepared to see this through.
- Make sure you have support for yourself.

Radicalisation: The prevent duty

Exposure of children to extremist ideology can hinder their social and educational development as well running the risk that they might support or even take part in an act of violence. Protecting children from the risks associated with extremism is no different from other safeguarding.

Early indicators might include:

- Showing sympathy for extremist causes
- Glorifying violence
- Speaking out in support of extreme acts
- Advocating messages or views of illegal organisations such as The English Defence League or Muslims against Crusades.
- Out of character changes in dress, behaviour or friendships.

Personal Care

Any tasks that involves the dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area is covered by this policy. The Child's key carer at Magpies works in partnership with parents/carers to provide care appropriate to the needs of the individual child:

- Agree what care is required and review in accordance with the child's development.
- Any additional equipment required.
- Child's level of ability i.e. what tasks they are able to do by themselves.
- Acknowledge and respect for any cultural or religious sensitivities related to aspects of intimate care.
- Children are entitled to sleep when they need to as undisturbed as possible while having their safety monitored.
- Nappy should be changed as soon as required by the child's keyworker with appropriate safeguarding in place.
- We request information on allergies at the Registration stage and implement strategies to minimise the risk, including any additional training required. All settings have a no nut or nut product policy.
- Sick and infectious children are cared for with respect for their own, and others, needs.
- Adjustments made for any child who has delayed incontinence. No child will be sent home or have to wait for their parents/carer due to incontinence.
- Respect for the individual and appropriate safeguarding.

Sexual Grooming

We are aware that Child sex offenders will often seek out adults and groom them in order to get access to their children. By 'bonding' with adults in this way they can create a trust or dependancy so that spending time with the children is not questioned.

Grooming can be a phased, gradual process taking even years or can be over a surprisingly short timescale, or anything in between. It is befriending and establishing an emotional connection with an adult and then the child, or with older children directly with the child. It is to lower the child's inhibitions for sexual abuse.

Abusers come from all classes, ethnic and religious backgrounds and may be homosexual or heterosexual. Most abusers are men, but some are women.

Single mothers who are always looking for childcare or who never have any time to themselves are particularly vulnerable as are those with physical, mental or emotional disabilities. Those in financial difficulties can also be vulnerable as well as those who, for whatever reason, feel isolated.

Signs that a child may be being abused include:

- Acting in an inappropriate sexual way with toys or objects
- Becoming withdrawn or very clingy
- Becoming unusually secretive
- Sudden unexplained personality changes, mood swings and seeming insecure
- Unaccountable fear of particular places or people
- Outburst of anger
- Adult words for body parts
- Talk of a new, older friend and unexplained money or gifts
- Physical signs, or Self-harm
- Not wanting to be alone with a particular child or young person

Female Genital Mutilation (FGM)

FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The practice is most common in the western, eastern and north-eastern regions of Africa, in some countries in Asia and the Middle East, and among migrants from these areas.

Potential indicators that a child may be at risk of FGM and signs that indicate a child may be a victim:

- Talk of a special procedure, event or ceremony
- Prolonged unexplained absence
- Noticeable change in behaviour
- painful urination and/or urinary tract infection
- increased anxiety around adults or unwillingness to talk about home experiences or family holidays
- Difficult to sit still/discomfort/pain
- Withdrawal of permission to change Nappies

Forced marriage

This is a 'marriage' in which one or more of the parties is 'married' without his or her consent or against his or her will. Children can be forced into marriage before they are of legal age. This is abuse in the case of an adult or child.

A forced marriage is not the same as an arranged marriage in which both parties consent to the assistance of their parents or a third party in choosing a spouse.

The victim is frequently forced into the marriage by emotional blackmail or other psychological means, but they can including withholding food or actual violence.

We should be alert to any early signs that could indicate a child is at risk and follow the procedure for a child at risk of abuse.

Achieving Positive Behaviour Policy

Magpies Lead practitioner: Betty Agha

Each setting has a practitioner for Behaviour Management whose name must be displayed in the setting. This member of staff has the necessary knowledge and skills to advise other staff on behaviour issues and to access expert advice if necessary.

Our aim is to provide an environment where children have happy, stimulating lives therefore preventing children feeling the need to behave inappropriately. To this end we will:

- Praise children for good behaviour on a regular basis.
- Model good behaviour by treating children and adults around us with respect.
- Provide interesting and stimulating activities within a child friendly environment thus preventing children from becoming bored and irritable.
- Observe children closely and use our weekly planning to provide for their individual needs.
- Work closely with parents to support children's exploration of appropriate and inappropriate behaviour.

If children behave in a consistently inappropriate manner e.g. hurting other children, verbally abusing children or staff, damaging play equipment, then we will:

- Use our observations to try to pinpoint trigger points and to improve our environment if appropriate.
- Help children who find it difficult to get on with others by showing them how to play and be friendly with other children.
- Give the child more one to one time in which they may be able to explain why they are behaving in this way.
- After consultation with parents, use a time out system for children aged over 2 years, of between 2 and 5 minutes when they will be removed from the play area to a quiet area. During this time the child's key carer (when available) will explain why they have been taken away from the play area. This system will be used consistently by all staff. Children will be distracted from any situation which the staff feel is a problem and supported to join in more appropriate activities.

- Older children who are capable of a greater understanding of the expectations of behaviour at Magpies may have longer periods of timeout and reflection time through in-setting exclusions, appropriate for age and understanding.

Where this does not result in an improvement of behaviour we will ask parents for permission to seek outside help.

We may, in exceptional circumstances, need to exclude a child either temporarily or permanently, for the safety of other children, staff or other adults. Wherever possible we will give parents/ carers written warning of this possibility. For Early Year Foundation Stage children we undertake to not exclude without attempting appropriate strategies (listed above) to control the issues, and;

- Obtained support from an appropriate outside agency, or
- Have not obtained support from an appropriate outside agency because those with parental control have not given permission.

Staff at Magpies will not use corporal punishment or any other punishment which physically hurts the child or may humiliate them. Nor will they threaten to do so. Parents are asked not to shout at their children whilst at Magpies in order to ensure consistency for all children.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day or as soon as is reasonably practicable.

We record incidents using Incident Forms in a RED Folder

'Ground-rules'

In settings where the majority of children are not EYFS we encourage children to take ownership of the rules and expectations of behaviour at Magpies by having regular meetings of children, to re-examine and adopt, by agreement, rules regarding turn-taking, being considerate to each other and taking care of resources. These discussions take place in the week after the Christmas Break, the Easter break and the Summer holidays. Young children will be supported and encouraged to take part in the decision making.

Biting

Many young children go through a stage of biting other children and adults. We know this is an emotive subject and when this occurs, particularly if a child bites regularly, the following procedure will be followed:

The victim will be comforted by their key person and any required medical treatment given.

The perpetrator will be taken from the play area and told, in a manner appropriate to the child's age that the behaviour was unacceptable. The child will not be shouted at and only one member of staff, preferably the child's key carer will deal with this.

Sanctions will be applied as stated in the behaviour management policy.

Staff will use their written observations and knowledge of the child to try to pinpoint trigger points and reasons.

The incident will be reported in the accident book

Parents of both children will be informed.

Parents of the victim will not be told the name of the perpetrator.

Confidentiality

At Magpies we understand that all information about children and their families is confidential and should never be discussed outside the setting. The manager ensures that all staff members are aware of the need to maintain privacy and confidentiality.

All information kept on children will only be shared with the parents/carers, key worker and Management team. Occasionally we may need to share records with other staff or outside agencies. Parents/carers will always be consulted first about this.

Staff will not discuss any child with anyone other than parents/carers or senior staff at the setting. All members of staff and students will have this policy explained to them and will have signed, at the end of this document, to show that they understand and agree to maintain this policy.

Records of progress across the Early Years Foundation Stage are usually passed on to schools when the child leaves Magpies. If parents prefer this not to happen then their wishes will be respected.

No information will be passed on to other agencies without permission from parents/carers. Where there is an issue about child protection then the child's welfare will be put first and the Safeguarding Children policy will be followed.

Parents and Carers have free access to all information kept on their own child. (Except in exceptional cases where current legislation stipulates it is against the best interests of the child to do so.) We also have regard to the Freedom of Information Act 2000.

Working in Partnership with Parents/ Carers (EYFS)

Close working between early years practitioners and parents/ carers is vital for the welfare and education of the children in our setting. It is also essential for the early identification of children's learning needs and to ensure a quick response to any area of particular difficulty. Parents, carers and families are central to a child's well-being and we aim to provide a regular two-way flow of information between them and the setting.

With this in mind staff will:

- Provide regular opportunities for discussion / feedback about the setting.
- Discuss on a regular basis what each child has done during the day.
- Give information relative to the child's age, e.g. what children have eaten, if they have slept and any relevant information. Record and act on information from parents about a child's needs.
- Regularly discuss progress and development along with any concerns parents or staff may have.
- Ensure that copies of the inspection report are available to all parents.

Each Early Years Foundation Child will be allocated a Key carer whose role is to help the child to become familiar with the provision and to feel confident and safe within, developing a genuine bond with the child (and the child's parents) and offering a settled, close relationship. If Parents/carers wish to speak to their key carer or any other member of staff in private then this can be arranged.

The following information will be provided for parents of EYFS Children:-

- How the EYFS is being delivered in the setting, and how parents and/or carers can access more information;

The range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home;

- Our policies and procedures
- The food and drinks which we provide
- Staffing at Magpies
- The name of their child's key carer and their role
- A telephone number to contact in an emergency

Accidents and Emergencies

In settings where children are encouraged to explore and stretch themselves the occasional fall and minor accident is almost inevitable. Magpies staff will take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum, but we recognise that children need to test their own developing physical abilities and may therefore occasionally injure themselves.

To minimise the risks we carry out risk assessments, have a policy of removing any damaged or broken activity or toy that may be potential harmful immediately, and all Magpies staff are trained to a high standard of Paediatric First Aid.

When such an accident occurs staff will:

- Comfort the Child and provide any necessary first aid treatment.
- Record details of what happened using our accident form including any treatment given.
- Ensure that whoever collects the child also signs and takes a copy of the accident form.
- In the event of a head injury an additional Head injury form will be given following the above procedure.
- All children who have an accident will have an Accident wristband put on their wrist or on the upper arm on top of clothes to ensure that the injury cannot be overlooked.
- Bring the accident to the notice of the manager who will consider any changes which need to be made to nursery equipment or routines etc. in order to prevent the same accident happening to another child.

All accident forms and wristbands will be kept in a BLUE Folder.

We keep an appropriately stocked first aid box on the premises in a highly visible location, mounted on the wall for easy access.

In the extremely rare event that your child needs hospital treatment we will contact you immediately and arrange to meet you at the hospital. Your child will be transported by ambulance, taxi or Magpies transport at our expense and the child's keycarer or another member of staff will travel with them.

We will notify Ofsted and the local child protection agency as soon as possible and in any case within 14 days, of any serious accident or injury to, or serious illness of any child whilst in our care and act on any advice given.

Medication and Sickness Procedure

We have a duty to ensure that all children at Magpies are helped to stay healthy. Our policy therefore is that when a child is ill they should be taken home as soon as possible and not return until they feel well and are not contagious. When a child is absent due to illness, parents should inform us as soon as possible of how their child is and when they are likely to return.

Also, if the child has a specific diagnosis it would be helpful for staff to have that information. We also need to have sufficient information about the medical condition of any child with long-term medical needs.

If a child becomes ill at Magpies staff will care for the child appropriately and inform parents so that the child can be collected as soon as possible.

Medication

We are able to administer medicine to your child where it has been prescribed by a doctor, dentist, nurse or pharmacist. Medicines containing aspirin will only be administered when prescribed by a doctor. Parents will be asked to sign a form showing the name of the medicine, dosage and times the medicine is to be given.

For non-prescription medication e.g. pain and fever relief or teething gel we require prior written consent of the parent and will only administer this when there is a health reason to do so.

Staff working with children are not legally obliged to administer medication and the person giving the child medicine may not be the child's key carer. This could mean that it may not be possible to administer medication, even where permission has been given, if no member of staff present is willing to give it.

When medicines are administered, an extra member of staff will be present to ensure the correct amount is given at the correct time. Both members of staff will sign a form giving details and this will be passed to the parent/carer at the end of each day.

If we have reason to believe that any child is suffering from a notifiable disease identified in the The Health Protection (Notification) Regulations 2010 we will inform Ofsted. We will act on any advice given by the Health Protection Agency and inform Ofsted of any action taken.

Intrusive Medication

If a child needs to have intrusive medication at Magpies such as suppositories then the parents must first speak to the Manager to arrange this. In cases such as this where the administration of prescription medicines requires technical/medical knowledge then individual training must be provided for staff from a qualified health professional. Training should be specific to the individual child concerned. We will require written permission.

Health and Safety

Magpies are committed to the highest standards of health and safety for children, staff, parents and visitors. In order to ensure this, we will:

- Conduct a risk assessment and review it regularly – at least once a year or more frequently where the need arises. The risk assessment will cover outdoor and indoor spaces, furniture, equipment and toys. A record will be maintained of areas which have been checked.

The following areas will be considered when a risk assessment takes place:

- Boundaries and gates
- Water hazards, e.g. ponds, drains and pools
- Hazardous substances and equipment
- Hazardous plants
- Pets and other animals
- Electricity and gas
- Socket covers
- Doors, windows and glass
- Floors and stairs
- Stacked furniture
- Kitchen and food preparation/access to the kitchen
- Hot appliances
- Hygiene, cleanliness and minimising the risk of infection
- Outings and trips
- Fire safety
- Condition of prams, pushchairs, highchairs and low chairs
- Use of safety harnesses
- Condition of toys and other equipment
- Sandpits and their protection from contamination
- Furniture, equipment and toys
- The arrangements for monitoring children who are sleeping
- Linens such as bedding and towels
- Any hanging cords such as those on window blinds or drawstring bags

It is the duty of all staff to:

- Ensure that all children are supervised by adults at all times.
- Keep an accident book (see Accident and Emergency Policy)
- Maintain a system for children's arrivals and departures to ensure children's safety and make sure all staff members and parents are aware of this system. See Registration and Signing In and Out policy.
- Check outdoor space daily before children are allowed to go outside.
- Ensure fire regulations are adhered to including regular fire drills and that all smoke alarms, fire extinguishers etc. are in working order.
- Ensure adults do not have hot drinks in the rooms where children are present.
- Maintain a correctly stocked first aid box
- Ensure that when potentially dangerous activities such as woodwork and cooking take place, these activities are closely supervised.
- Ensure that sleeping children are always within sight of an adult.
- Ensure that materials offered to children are developmentally appropriate, as equipment suitable for older children may pose a risk to less mature or younger children.
- Teach children hand-washing routines and other health related issues in a developmentally appropriate way.
- To ensure that when children are on outings a risk assessment has taken place to include staff ratios. This risk assessment may not be written but must have taken place and all staff must be aware of it.

It is the duty of the Manager to:

- Know and implement these policies and national safety requirements relating to the premises, the staff and the children. This includes all new legislation as and when it becomes legally required.
- Ensure that fire and safety equipment conform to the required safety standards.
- Ensure there is a clearly understood evacuation procedure which is practiced on a regular basis.
- Ensure fire doors are clearly recognised and are free from obstructions.
- Ensure that the required number of staff have regular updated safety training from relevant agencies and receive certificates as evidence of this.
- Ensure insurance policies are relevant, on display and up to date.

Bullying, including Peer to Peer abuse

Whilst bullying amongst children in the Early Years is rare due to their age and the level of supervision, should this occur, staff will take the issue seriously and will work with parents of both perpetrator and victim to deal with this.

The victim of bullying will be supported by their key carer and/ or other members of staff as appropriate.

The perpetrator will also be supported although sanctions will be applied in the short term as directed in the behaviour management policy.

We will always help children who find it difficult to get on with others by showing them how to play and be friendly with other children.

Parents will be informed and the situation will be reviewed regularly. With parents' permission, help may be sought from outside agencies if the situation does not improve.

Bullying among older children is unusual because of the high level of supervision at Magpies but when identified it will be acted upon promptly and both sets of parents/ carers informed. Older children may be excluded temporally or permanently if their behaviour does not improve. (See Achieving Positive Behaviour Policy)

Definition: Bullying is intentional aggressive behaviour.

It can take the form of physical or verbal harassment and involves an imbalance of power (a group of children can gang up on a victim, or someone who is physically bigger or more aggressive can intimidate someone else).

Bullying behaviour can include teasing, insulting someone about their weight or height, race, sexuality, religion or other personal traits (face to face, through notes, expressions, or text messages), shoving, hitting, excluding, repeatedly spoiling games, ignoring opinion, or gossiping about someone including on-line.

Peer to peer abuse

Inappropriate comments or touching in this age group is rarely intended to deliberately cause harm or distress, but can be very upsetting for the victim and their family and so must be dealt with in a calm manner to avoid escalation. A record must be kept and all concerns raised as necessary.

Transport Policy

Magpies may sometimes transport children by motor vehicle as required. This might be to take a child on a trip by a means appropriate to their needs, to get a child home by the safest means, or other reason.

- The driver will hold a full driving licence and will be obligated to inform us of any convictions or pending convictions for moving traffic offences.
- The driver must hold appropriate insurance (business use) for the vehicle.
- The vehicle will hold a valid MOT certificate (if required because of the age or type of the vehicle) and the driver is required to ensure that the vehicle is in roadworthy condition before each use.
- Booster seats will be provided for every child that is required to use one by law.
- Each child will be strapped securely into a seat fitted with a full seat belt.

Public transport

Children will be escorted by staff to the appropriate ratios with any parent helpers being disregarded for ratio purposes.

Missing/Lost Children

Whilst it is extremely unlikely that a child will go missing, should this happen, the following procedure will be followed:

- The Manager or senior member of staff present will be alerted. They will make enquiries of other members of staff to find out where and when the child was last seen.
- An immediate search of the premises will take place inside and out.
- Ensuring that other children are adequately supervised, one or two members of staff should search the immediate area outside nursery.
- If the child is not found within 10 minutes then police and parents should be contacted in that order.
- During this time, available staff should continue to search the surrounding area, widening the search over time. Mobile phones should be used to keep in touch with the staff remaining in the setting if possible. In this situation, permission to use personal mobile phones is given automatically
- When the child has been found staff should meet as soon as possible to re-do the relevant risk assessment.
- Ofsted will be informed as soon as reasonably practicable, but not later than 14 days after the event has occurred.

Animals in the setting

No animals are permitted in the setting at any time apart from;

- Fish provided for the benefit of the children.
- Large insects, for example Giant snails, that do not pose any risk to children and for the benefit of the children.
- Reptiles or Mammals under the supervision of an appropriate person (i.e. Vet or Veterinary Nurse).

Basic hygiene of hand washing after contact must be observed.

Healthy Lifestyle

Magpies encourage healthy eating and lifestyle. The snacks and food we provide are balanced, provide a varied range of food, and include some of our 'five a day'.

We are aware of the dangers from excess salt or sugar and actively work to reduce them in the food we provide.

Where parents/ carers provide a lunch box they are expected and encouraged to provide balanced meals and discouraged from including unhealthy options such as crisps or chocolate. Lunch boxes should contain a mix of fruit and vegetables, bread, rice, potatoes, pasta and other starchy foods, milk and dairy foods, meat, fish, eggs, beans and other non-dairy sources of protein.

Parents and carers are made aware of the fact that we do not have the capacity to keep lunch boxes chilled, and therefore Lunch boxes should either not include perishable items that might spoil before they will be used, or use an insulated lunch box with an ice pack.

- **LUNCH BOXES CANNOT CONTAIN NUTS OR NUT PRODUCTS.**
- **WE WILL NOT ALLOW CHILDREN TO EAT CHOCOLATE OR SWEETS.**

Staff are required to follow standard food hygiene procedures, keeping food in original packaging to preserve allergy information and all perishable food to be stored stating the date opened. 'Safer food, better business' protocol must be followed.

Fire and Security Marshall

Magpies Lead Fire & Security Marshall is Matthew Surrage

Every setting has a Fire and Security Marshall whose name must be displayed, who are required to seek the advice of the Lead Practitioner as required. Fire and Emergency evacuation practices and, separately, 'Lock-down' practices must be carried out without notice three times per year and recorded. Practices must be held within the first week of a new member of staff starting.

Safer Recruitment

- All applicants will be interviewed by at least two people and a record of the interview kept. At least one of the interviewers must be trained in safer recruitment practices.
- All applicants are required to have enhanced DBS checks with Barred list check.
- All applicants must complete our application form in full.
- All prospective staff are required to have provided us with a full work history with any gaps explained.
- We require a minimum of two references including a long term verification of identity. We do not accept 'to whom it may concern' or preprepared references.
- All staff must complete a Staff Disqualification Form before starting work, update it every September and notify us and complete a new form in the event of any change in the household.
- We require the originals of all certificates and qualifications, sight of your Passport and Driving Licence if you have them, and proof of residence. These will be copied and retained for our records with the originals returned to you at once.
- All staff must read, and be familiar with, Magpies Policies and Procedures and sign the setting copy where they work to indicate acceptance and understanding.

Magpies work hard to reduce the risk of child abuse and all employees have an obligation to report any suspicions they have, including those of work colleagues.

Evidence from Disclosure and Barring Service

We would expect any applicant to have revealed any possible disclosure from the DBS (Disclosure and Barring Service) and for any employee to reveal a possible new inclusion on the service, as soon as possible.

Failure to notify us at once of anything that will be revealed on a DBS, or would be if one was renewed, will be viewed as gross misconduct and liable to summary dismissal.

Evidence from Staff Disqualification Declaration

A Staff Disqualification Declaration must be completed

- Before commencement of employment
- Every September
- When there is any change to the make up of your household

Filling in a new Staff Disqualification Declaration is a requirement when there is any change to the make up of your household and we expect honesty and a frank declaration of all the facts.

Procedure following evidence from DBS or SDD

At our sole discretion and following a risk assessment we may decide to take no further action providing;

- We have previously been notified of the caution and/or conviction.
- It is of a minor nature.
- It was, in our opinion, a reasonable length of time ago.
- It would not have presented a risk to a child or children.

However any offence of any kind at any time against children will result in the immediate disqualification from working, volunteering or associating with Magpies.

If there is any doubt we will seek and take the advice of the Local Authority Designated Officer (LADO) as soon as practical.

LADO will advise;

1. If we can deal with the matter internally (within Magpies) in which case we will carry out a risk assessment and decide the best way forward.
2. We need to notify Ofsted. In this case we will notify Ofsted as soon as practical and will enter into their procedure.

Employee Code of Conduct and Duty of Care

You are individually responsible for taking care of the children we are looking after and/or educating. This means taking all reasonable steps to protect them from harm. You must apply skill and awareness of children's problems, needs and susceptibilities. We expect you to behave like a good parent, with care and concern for the safety and welfare of the child. The 'duty of care' is embodied in Law.

Conduct towards a child

- When a child joins Preschool or Playschool it is likely to be the first time they have not been in the care of their main care giver and it is imperative that you make them feel wanted, cared for, and safe.
- At after school club a child should be aware that the majority of their friends are able to go home and it is essential that you strive to provide a welcoming and safe environment.
- You must value and respect each child as an individual and always treat them with dignity.
- Be aware of, and safeguard, the rights of every child.
- Facilitate and promote the growth and development of the whole child.
- Be aware of, and endeavour to meet, the needs of each child.
- Engage in dialogue with children
- Watch, listen and respond to children
- Model language well
- Encourage children to express their thoughts and use new words
- Support independence and confidence
- Encourage children to speculate and test ideas through trial and error
- Enable children to explore and solve problems
- Behave as an excellent role model for children to copy
- Never use physical force, intimidation or embarrassment to control a child and ensure that if you witness such behaviour you intervene at once and report it as soon as possible. (Restraint may only be used when the child or another person is at immediate risk)
- Always remember that you have a duty of care.
- The interest of the child is always paramount.

Conduct towards the family

- You must build up a positive relationship with the family of every child, not allowing social, cultural, language or any other barrier to influence or restrict this.
- Be aware that the care of the child is a shared responsibility which must take account of and respect the customs, values and beliefs of the family or main carers.
- Ensure that information about the setting and the child's experience in the setting is available and understood.
- Make the family aware of any work or progress made by the child at the setting and encourage them to take the opportunity to praise the child.
- Work in a cooperative and collaborative manner with the family to promote and safeguard the well-being of the child.

Professional conduct

- Ensure that your conduct promotes the welfare, safety and development of the child.
- Work hard to maintain the highest possible standards of performance, and aim to improve your knowledge, skills and competencies by taking advantage of in-service and other training, together with personal professional development.
- Constantly evaluate and reappraise your own methods and practices and be aware of the need to keep up-to-date with current developments.
- If you discover any damaged resources or equipment, or anything else potentially hazardous you must rectify it, remove it or put it out of use at once. You specifically do NOT have to wait for authority to do so.
- Be aware of the need for confidentiality. Confidential information received should not be disclosed unless required by law or to protect the interests or welfare of the child.
- You must not use or tolerate discriminatory or derogatory language.
- You must accept responsibility for consistently maintaining high professional standards for yourself and for your colleagues, ensuring the highest standards of care and our good reputation is upheld. You have a personal responsibility to report any breaches of confidentiality or failures in our standards of care that you become aware of.

Conduct towards your colleagues and other professionals

You must work in a cooperative manner with your colleagues and other professionals in the care and education of all children.

- Acknowledge and respect the contribution of your colleagues.
- Share knowledge, and appreciate their skills to promote good childcare practice.
- Offer them guidance and support appropriately.
- You are expected to take your share of occasional or non-allocated duties.
- Support colleagues who might be struggling for any reason.
- Be prepared to do work or duties normally carried out by a colleague who cannot do so for any reason.
- You must carry out the instructions of supervisors, managers or directors without question or argument at the time. If you feel aggrieved you must fill in an incident form.
- You must behave in a professional manner at all times.
- Never indulge in talking maliciously or in a derogatory way about a colleague, nor promote gossip by repeating it. Conduct of this nature must be reported to your manager immediately.
- If organising any event as 'a team' or workplace you must include everyone.
- Be prepared to
 - Give support and receive support.
 - Supervise if required and receive supervision.
 - Follow instructions from more senior colleagues.
 - Take advice from those in a position to give it.
 - Treat others with respect.
 - Offer flexibility and understanding and be empathetic.

Conduct towards your employer

We would like you to respect that:

- We strive to provide the best possible outcome for the children in our care.
- Magpies work hard to provide the best conditions for our employees.
- In our settings we aim to create a warm and friendly atmosphere to make work more enjoyable.
- We provide many opportunities for training and personal professional development and are always supportive of professional improvement.
- Free childcare can be available while you work, subject to conditions.
- And we have a family friendly outlook.

Childcare and the hours we work does not suit everybody but we are pleased that almost everyone who stays with us for one year stays long term and overall our 'turnover' of staff is very low, providing continuity of care for the children.

We expect all team members to take personal responsibility:

- If you see a problem you must deal with it yourself or report it.
- If you see anything that causes you to be concerned for the welfare of a child you are required to act on it, either personally or by reporting it to a manager.
- You are expected to promote the good reputation of Magpies by challenging malicious rumours and disassociating yourself from those spreading malicious rumours.
- You must act in the best interest of the company at all times.

As a conscientious employee we expect you to have suggestions for improvement or even complaints from time to time, and we welcome your input. However, discussing anything to do with work, particularly difficulties or problems, with anyone who is not a colleague (in any circumstances) is, apart from being extremely disloyal, a breach of your confidentiality agreement and may present safeguarding issues.

Staff Handbook and Employee Safety Handbook

This Policies and Procedures document, The Staff Handbook, and Employee Safety Handbook, are part of your contract of employment.

Employee Documentation

All staff must complete and return all Employee Documentation annually or when requested and a signed Staff Disqualification Declaration annually or when there are any changes of circumstances including makeup of household.

Concerns and Complaints

Magpies welcome suggestions on how to improve our settings and will give prompt and serious attention to any concerns you may have. We would expect that most concerns will be resolved quickly by talking to any member of staff or the Manager. Everyone will do their best to help.

If, for any reason, you are unable to resolve your concerns this way then the Directors would be delighted to be given the opportunity to help if we can. Any member of staff will arrange a meeting or put you in touch. For clarity, you may want to put your concern(s) in writing.

We would hope to complete an investigation and inform you of the outcome within 7 working days, but in the event of an unavoidable delays (if a member of staff is on holiday, for example) we will write to you to explain why, within 7 days.

We will always complete our investigation as quickly as possible and keep you fully informed and ask that you allow us the opportunity to finish our investigations.

In the unlikely event that we are unable to resolve your concerns you can talk to Ofsted. Users may approach Ofsted directly at any time. Ofsted are the registering and inspection body who ensure that the Safeguarding and Welfare requirements of the Early Years Foundation Stage are adhered to.

Call Ofsted on 0300 123 1231