



Carey Childcare Centre



POLICIES

AND PROCEDURES

Update January 2016

The current Policies and Procedures book was issued in January 2015, together with an Update in the same month. Due to changes in legislation, and good practice requirements, we now need to issue a further update. The following revisions have been made over the years:

REVISION RECORD

EDITION	DATE	SUMMARY OF CHANGES MADE
Original	10.07.02	First Edition
Use of Early Learning Alliance draft	March 2012	Adopted proforma from ELA
First Review	9 Sept 2012	Review by Management Committee: All: Remove 'ensure' where Nursery is not able to do so 3.3 Add evacuation procedure details
Second Review	25 Sept 2012	4.1: Remove positive ethnic discrimination on admissions 1.14: Staff not obliged to be Christians
Third Review	30 Sept 2013	New Manager and deputy, Christian Education co-ordinator, other minor changes.
Fourth Review	November 2014	Adopt revised edition, based on Pre-School Learning Alliance template, to reflect EYFS review of 2012
Fifth Review	January 2015	Updates from PSLA for 7.1 Step 3; 9.1 Valuing Diversity; 9.2 SEN, plus minor textural adjustments.
Sixth Review	January 2016	Add policy 9.5 British Values and Prevent strategy. Amend 1.2 Safeguarding, 1.6 On-line safety, and 9.2 SENCO

Note:

In Policy 9.2 Supporting Children with Special Educational Needs, our Special Needs Educational Officer is Andrea Powers.

Carey Childcare Centre

Policies and Procedures Update January 2016

ADVISEMENT RECORD 2016

All staff must read and understand the Policies and Procedures, and this update, and review them annually.

Please confirm that you have read and understood them by signing below.

Any queries should be directed to the Manager Mrs Tracy Woods-Porter.

Suggestions for improvements to these Policies and Procedures will be welcome.

I confirm that I have read and understood the Carey Childcare Centre Policies and Procedures:

Name	Signature	Date	Comments
Tracy Woods-Porter Manager			
Sarah Purvor Deputy Manager			
Alex Bolton Nursery Practitioner			
Lindsey Wilkinson Nursery Practitioner			
Liz Grainger Nursery Practitioner			
Sarah Kealey Nursery Practitioner			
Lynn Edwards Nursery Practitioner			
Andrea Powers Nursery Practitioner			
Chris Edwards-Smith Nursery Practitioner			
Linda Thorp Cook			
Rev James Watterson Chair of Managers			
Richard Spalding Secretary of Managers			
Jean Pickles Member of Managers			

Safeguarding and Welfare Requirement: Child Protection

Providers must have and implement a policy, and procedures, to safeguard children.

1.2 Safeguarding: *add the following procedures:*

Staff and Volunteers

- All staff are trained to understand our safeguarding policies and procedures and parents are made aware of them too.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to the signs and symptoms of abuse, and understand their professional duty to ensure safeguarding concerns are reported to the local authority children's social work team or the NSPCC.
- 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 when talking to parents.
- All staff and volunteers are required to notify us if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, court orders, reprimands and 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.
- 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 e-safety procedure 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 children's social worker services, the LADO, Ofsted or Riddor.

Responding to suspicions of abuse

- 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 department.
- In the event that a staff member or volunteer is unhappy with any decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.

9.5 British Values and the Prevent Duty

Providers must have and implement a policy, and procedures, to safeguard children.

add the following Policy

9.5 British values

Policy statement

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. 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.

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*

9.5 British Values and the Prevent Duty

Providers must have and implement a policy, and procedures, to safeguard children.

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.

9.5 British Values and the Prevent Duty

Providers must have and implement a policy, and procedures, to safeguard children.

- 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.

- *In our setting it is not acceptable to:*
 - actively promote intolerance of other faiths, cultures and races
 - fail to challenge gender stereotypes and routinely segregate girls and boys
 - 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"*

The risk of encountering radicalisation of children in Carey Childcare Centre has been assessed as very low, because

- 1 the children we serve are too young to consciously pursue radical agendas, and
- 2 because as a Christian-based nursery, we do not generally attract parents with strong extremist views.

However, staff should be aware of the possibility of even young children being influenced by violent philosophies, and if this may be the case, should inform Management in accordance with the Safeguarding Policy, item 1.2 in the Policies and Procedures booklet. This may necessitate contacting the Lancashire Police Prevent lead.

Signs of radical influences include:

- Use of inappropriate language
- Behavioural changes
- Expression of extremist views.
- Advocating violent actions
- Discriminatory behaviour towards other sexes, faiths or ethnicities

Legal framework

Counter-Terrorism and Security Act 2015

9.5 British Values and the Prevent Duty

Providers must have and implement a policy, and procedures, to safeguard children.

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)

This policy was revised:	15.01.16	(date)
Date to be reviewed:	30.09.16	(date)
Signed on behalf of Carey Childcare Centre:	Rev James Watterson, Chair of Managers	

1.6 Online Safety, mobile phones and cameras

Providers must have and implement a policy, and procedures, to safeguard children.

Delete the previous policy 1.6 Use of mobile phones and cameras

And replace with the following:

1.6 Online Safety (including mobile phones and cameras)

Policy statement

Procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

Procedures

- Our designated person (manager/deputy) responsible for co-ordinating action taken to protect children is: Tracy Woods-Porter

Information Communication Technology (ICT) equipment

- Only ICT equipment belonging to the setting is used by staff and children.
- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers connectable to the internet have virus protection installed.
- The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

Internet access

- Children do not normally have access to the internet and never have unsupervised access.
- All computers for use by children are located in an area clearly visible to staff.
- Children are not allowed to access social networking sites.

Email

- Children are not permitted to use email in the setting. Parents and staff are not normally permitted to use setting equipment to access personal emails.
- Staff do not access personal or work email whilst supervising children.

Mobile phones – children

- Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in [lockers or a locked drawer] until the parent collects them at the end of the session.

Mobile phones – staff and visitors

- Personal mobile phones are not used by our staff on the premises during working hours. They will be stored in lockers or a locked drawer.

1.6 Online Safety, mobile phones and cameras

Providers must have and implement a policy, and procedures, to safeguard children.

- In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager.
- Staff and volunteers arrange for the setting telephone number is known to family and other people who may need to contact them in an emergency.
- If members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present.
- These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other settings.

Cameras and videos

- Staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
- 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, with written permission received by parents (see the Registration form). Such use is monitored by the manager.
- Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. 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.
- If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their setting on it.

Social media

- Staff are advised to manage their personal security settings so that their information is only available to people they choose to share information with.
- Staff should not accept service users, children and parents as friends as this will be considered to be a breach of expected professional conduct.
- In the event that staff name the organisation or workplace in any social media they must do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.

1.6 Online Safety, mobile phones and cameras

Providers must have and implement a policy, and procedures, to safeguard children.

- Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

Electronic learning journals for recording children's progress

- Managers seek permission from the management team prior to using any online learning journal. A risk assessment is completed with details on how the learning journal is managed to ensure children are safeguarded.
- Staff adhere to the guidance provided with the system at all times.

Use and/or distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
- Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague's or others' behaviour must be reported in accordance with the safeguarding policy.

Further guidance

- NSPCC and CEOP *Keeping Children Safe Online* training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/

Other useful Pre-school Learning Alliance publications

Safeguarding Children (2013)

Employee Handbook (2012)

This policy was revised:	15.01.16	(date)
Date to be reviewed:	30.09.16	(date)
Signed on behalf of Carey Childcare Centre:	Rev James Watterson, Chair of Managers	