



Ultimate Primary Sports

Polices and Procedures
Rustem Seyho

2022-2023

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Achieving positive behaviour

Policy statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the program for promoting personal, social and emotional development.

Procedures

We have a named person who has overall responsibility for our program for supporting personal, social and emotional development, including issues concerning behaviour. In small settings this may be shared between co-staff.

- We require the named person to:
 - keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and
 - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Rough and tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."

- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. “I can see you are feeling better now and Adam isn’t crying any more. Let’s see if we can be friends and find another car, so you can both play with one.”
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as ‘bullies’;
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

This policy was adopted at a meeting of
Held on

Date to be reviewed

Signed on behalf of the management
committee

Name of signatory

Role of signatory (e.g. chair/owner)

Ultimate Primary Sports

June 2019

July 2020

Rustem Seyho

Rustem Seyho

Owner/Manager

St Vincent's School

Administering medicines

Policy statement

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

In many cases, it is possible for children's GP's to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before, especially a baby/child under two, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect.

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

The key person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the manager is responsible for the overseeing of administering medication.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- Only prescribed medication is administered. It must be in-date and prescribed for the current condition.
- NB Children's paracetamol (un-prescribed) is administered only for children under the age of one year with the verbal consent of the parents in the case of a high temperature. This is to prevent febrile convulsion and where a parent or named person is on their way to collect the child.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - full name of child and date of birth;
 - name of medication and strength;
 - who prescribed it;
 - dosage to be given in the setting;
 - how the medication should be stored and expiry date;

- any possible side effects that may be expected should be noted; and
- signature, printed name of parent and date.

Who receives the child's medication? Coach Nick

Ask the parent to complete a consent form. Yes

How staff will be aware of this? In staff Meetings

- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine. The medication record book records:
 - name of child;
 - name and strength of medication;
 - the date and time of dose;
 - dose given and method; and is
 - signed by key person/manager; and is verified by parent signature at the end of the day.
- We use the Pre-school Learning Alliance's publication *Medication Record* for recording administration of medicine and comply with the detailed procedures set out in that publication.

Storage of medicines

- All medication is stored safely in a locked cupboard or refrigerated. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting. Key persons check that any medication held to administer on an as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent.

How and where medicines are stored? by following the doctors prescription. Labeled and stored in 1st aid box

How staff are informed of this? During staff meeting

- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- If rectal diazepam is given another member of staff must be present and co-signs the record book.

- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

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

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

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, name of the medication, Inside the box is a copy of the consent form and a card to record when it has been given, with the details as given above.
- On returning to the setting the card is stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name, name of the medication. Inside the box is a copy of the consent form signed by the parent.
- As a precaution, children should not eat when travelling in vehicles
- This procedure is read alongside the outings procedure.

Legal framework

- Medicines Act (1968)

This policy was adopted at a meeting of

Held on

Date to be reviewed

Signed on behalf of the management
committee

Name of signatory

Role of signatory (e.g. chair/owner)

Ultimate Primary Sports

St Vincent's School

June 2015

August 2020

Rustem Seyho

Rustem Seyho

Owner/Manager

Administration

Admissions

Policy Statement

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

Procedures

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, in written and spoken form and, where appropriate, in more than one language. Where necessary, we will try to provide information in Braille, or through British Sign Language. We will provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.
- We arrange our waiting list in birth order. In addition our policy may take into account the following:
 - the vicinity of the home to the setting; and
 - siblings already attending the setting.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our Equal Opportunities Policy widely known.
- We consult with families about the opening times of the setting to ensure we accommodate a broad range of family need.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.

This policy was adopted at a meeting of	Ultimate Primary Sports	St Vincent's School
Held on	June 2015	
Date to be reviewed	July 2020	
Signed on behalf of the management committee	<i>Rustem Seyho</i>	
Name of signatory	Rustem Seyho	
Role of signatory (e.g. chair/owner)	Owner / Manager	

Children's rights and entitlements

Policy statement

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

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

To be **strong** means to be:

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

To be **resilient** means to:

- **be sure** of their self worth and dignity;
- be able to be **assertive** and state their needs effectively;
- be able to **overcome** difficulties and problems;
- **be positive** in their outlook on life;

- be able to **cope** with challenge and change;
- have a **sense of justice** towards self and others;
- to develop a **sense of responsibility** towards self and others; and
- to be able to **represent** themselves and others in key decision making processes.

To be **listened to** means:

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

This policy was adopted at a meeting of

Held on

Date to be reviewed

Signed on behalf of the management
committee

Name of signatory

Role of signatory (e.g. chair/owner)

Ultimate Primary Sports

June 2015

July 2020

Rustem Seyho

Rustem Seyho

Owner/Manager

St Vincent's School

Your Policy Comments

Name Date...../...../..... Signature.....

Event / Club / Policy Commenting on.....

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Name Date...../...../..... Signature.....

Event / Club / Policy Commenting on.....

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Children Comments & Suggestions

Child NameDate...../...../.....

Event / Club / Commenting on.....



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Safeguarding Children

Confidentiality and client access to records

Policy statement

In our setting, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

Confidentiality procedures

- We always check whether parents regard the information they share with us to be regarded as confidential or not.
- Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely (see our record keeping procedures).

Client access to records procedures

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

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting leader or manager.
- The setting leader informs the chairperson of the management committee and sends a written acknowledgement.
- The setting commits to providing access within 14 days, although this may be extended.
- The setting's leader or manager and chairperson of the management committee prepare the file for viewing.

- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The setting leader and chairperson of the management committee go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting leader, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please see also our policy on child protection.

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

This policy was adopted at a meeting of
Held on

Date to be reviewed

Signed on behalf of the management
committee

Name of signatory

Role of signatory (e.g. chair/owner)

Ultimate Primary Sports

June 2015

July 2020

Rustem Seyho

Rustem Seyho

Owner/Manager

St Vincent's School

Employment and Staffing policy

We aim to...

- place the best interests of the children at the centre of all staffing matters
- offer equality of opportunity in our staff recruitment and selection
- support all staff in the performance of their duties and in improving their play practice

Staff behaviour and conduct

All staff are expected to conduct themselves in a professional, courteous, helpful, warm and consistent manner. During their time at work and carrying out their duties they will:

- Be appropriately dressed for working with children.
- Be aware of health and safety issues, for example nails, hair, jewellery, in relation to personal appearance. Switch off personal mobile phones during working hours, except by prior arrangement with their manager
- Demonstrate understanding of multi-cultural issues and a commitment to treating all children and young people as individuals and with equal concern and respect
- Demonstrate understanding of and competence in health, safety and welfare issues
- Be honest, loyal and diligent
- Not smoke or take alcohol or drugs or bully, harass or victimise any child, young person or adult
- Avoid the use of offensive language, swearing, arguing and racist or sexist comments.

All staff will understand and work in accordance with the clubs policies, procedures and practices. Guided by their job description, staff will work in accordance with the terms and conditions of their contract of employment. Staff will carry out their duties in accordance with current legislation and best practice guidelines

Recruitment and selection of staff

We are committed to offering equality of opportunity in our staff recruitment and selection procedures. In order to achieve this:

- Staff will be recruited from all sections of the community and employed on the basis of their suitability for the post regardless of marital status, age, gender, culture religion, ethnic origin or sexual orientation.
- Permitted exemption clauses in the recruitment process may be used to ensure our staff profile meets the needs of the children and reflects the diversity of the local community.
- References and enhanced criminal record checks will be obtained for all staff and volunteers
- Records relating to the recruitment will be kept, particularly those records which demonstrate that checks have been done. Records will include the type, date and number of each check undertaken.
- Applicants for work will not be disadvantaged by the placement of unjustifiable conditions or requirements to do the job.

Recruitment and selection will be carried out in accordance with our recruitment policy and procedure and all relevant legislation and best practice.

Induction

Staff will undergo an induction process during the first month of their employment. This will include:

- A tour of the premises, to include location of fire exits, toilets and other specific areas such as kitchen, office storage areas and staff room.
- An explanation of the day-to-day management and routine of the Club, including hours of work, shifts, attendance at staff meetings etc.
- Introducing new staff to colleagues, children and parents/carers.
- Pointing out the practical implications of the Club's policies and procedures and practices to the daily running of the Club and to its legal obligations under current legislation.
- **Staff will be given a job description, contract of employment and a copies of the club's policies and procedures at the commencement of their employment.**

Job role and contracts

- All staff will have a contract of work which set s out the terms and conditions of their employment

- All staff will have a job description which sets out the aims of the job and the duties and responsibilities they are expected to carry out. The job description will also list the required personal skills, understanding, knowledge and experience to carry out the roles and responsibilities

Staff deployment

We realise the importance of maintaining adequate levels and quality of staffing in order to ensure that children and young people are cared for and given attention and support, that their experience at the club meets their play needs and desires and to ensure that each child or young person's welfare and individual needs are met. Therefore:

1. Staffing ratios will be in line with current legislation
2. Leave and other absences will be organised and monitored so that staff/child ratios are not compromised.
3. There will be at least 2 members of staff running the playclub at all times
4. There will always be at least 2 members of staff on any trips out
5. Staff will be aware of the need to maintain appropriate levels of cover at all times
6. Staff will move around the play space and change their area or location of supervision as appropriate and in conjunction with the rest of the team.
7. Staff will be aware of where other team members are and will adjust their area or location of responsibility and duties accordingly.
8. A key person approach will operate for every child in the Early Years Foundation Stage Each child will have a member of staff to support them and liaise with parents/carers, teachers and any other agency or individual concerned with the child's well-being and development.
9. The manager will ensure that suitable contingency plans are in place to cover emergencies, unexpected staff absences, breaks, holidays and sickness.
10. Students and volunteers will not be included in the staff to child ratios

Disciplinary procedures

The club aims to maintain a highly skilled, professional and motivated team of workers. However, it may occasionally be necessary to take action requiring a disciplinary, to encourage improvement in staff conduct and performance The club will provide a fair and consistent method of dealing with incidents of this kind and will be dealt with in accordance with the organisation's disciplinary procedure.

Staff leave and other absence

Sick leave, annual and other leave will be taken in accordance with the agreed terms and conditions of employment in their contract of work. In addition:

- Manager will ensure that space and time is made during the working day for staff to take regular breaks.
- Staff who are unable to attend work because of illness or other medical condition must notify their manager prior to the start of the working day or shift
- Managers will organise annual leave so that ratios are not compromised.
- Where a member of staff needs to take time off for any reason other than sick leave or to attend pre-arranged training, this must be agreed in advance with their manager.
- Sick leave is monitored and action will be taken where necessary, in accordance with the contract of employment.

Qualifications and experience

The manager and all staff will be suitably qualified and competent to work with children and young people in a play setting.

- The manager or playleader will have a full and relevant level 3 qualification
- Playworkers will have or be working towards a full and relevant level 2 qualification

NB SkillsActive, the Sector Skills Council responsible for playwork, consider a playwork qualification to be the 'full and relevant' qualification for those working in playwork settings

In addition, staff will undertake training and achieve the required certification in first aid, food hygiene, risk and safety in play and safeguarding.

Support, supervision and appraisal

We are committed to supporting all staff in the performance of their duties and in improving their play practice. To review performance and potential and to identify suitable and appropriate training and development needs...

Appraisal will take the form of an annual meeting between the member of staff and person carrying out the appraisal and used to identify current knowledge, skills, areas for future development and potential training needs.

Supervision will take the form of a regular monthly discussion between the staff member and the manager and will be used to reflect upon professional progress as well as targets set and issues raised during appraisal.

The appraisal and supervision process will be used to build up a Personal Development Plan for each member of staff.

Staff development and training

All staff will have a job description which describes their role and responsibilities and the competencies, experience and knowledge they must have. Our Intervention policy describes the aims of the work, the understanding that playworkers require and how they will carry out their work. We believe that...

- The staff of this club are its most valuable resource.
- It is only through their commitment and effort that good quality provision can be established and maintained.
- Well trained and motivated staff make the club better able to meet the diverse and complex play needs of its children and young people

We are committed to providing training and development opportunities for staff so that they are able to perform their roles efficiently and effectively. Staff will be expected to keep up to date with current professional thinking and practice about play and its related issues, health and safety and child development and welfare issues.

Staff will:

- Be offered and will undertake a full induction programme
- Take part in a regular system of appraisals
- Have a personal development plan
- Maintain record of their qualifications and training

Personal development plan (PDP)

The plan is the joint responsibility of the member of staff and their manager. It is a continuous process to ensure that staff needs are identified and acted upon. A copy of the plan will be kept by the member of staff and the manager. It will list:

- Training undertaken
- Skills acquired
- Training and development opportunities to be undertaken, when and why

Training and qualifications:

The club will support staff to work towards and improve their qualifications and competence. All staff will be encouraged to take up opportunities to develop their professional practice and to ensure their up to date knowledge and understanding of playwork issues.

To encourage and support staff to take advantage of and overcome barriers to accessing training and development opportunities:

1. The manager will identify and promote training and development opportunities
2. Staff will be expected to attend training courses as and when requested by their manager
3. Staff will not be financially disadvantaged by training and development opportunities they undertake.
4. Where possible staff will undertake training and qualifications as part of their contracted hours of work.

It is the manager's responsibility to ensure that staff are up to date with legislation and professional practices and are suitably competent and knowledgeable to fulfil the club's legal and professional obligations.

Confidentiality

Staff have a right to privacy as do children and their parents and family. Except in exceptional circumstances, staff will:

- Know the rules and guidelines covering confidentiality
- Know what information should be treated confidentially and who can and cannot share this information
- Not discuss personal details of others
- Not talk about individual incidents of behaviour of children in front of parents/carers and other children
- Not supply information about children to any branch of the media

The club operates a confidentiality policy which all staff must adhere to.

Team work

Staff will work as part of a team. This will include:

1. **Providing support to colleagues when they need it**
 2. **Responding to conflict:** Staff will know the types of conflict that happen in teams and how to deal with it. Conflicts between staff will not in any way compromise professional practice and teamwork
 3. **Taking part in staff meetings to provide a regular and frequent communication slot for managing work and professional practice and an opportunity to:**
 - a. share information
 - b. evaluate past events and work done
 - c. plan ahead
 - d. address issues, problems, good news and the unexpected
- It is expected that all workers will attend and use the staff meeting to contribute their ideas regarding the work of the organisation
 - The way that items are dealt with will enable all to have a view and to express an opinion
 - There will be a regular day and time for a staff meeting
 - All necessary information will be available prior to the meeting
 - Staff team meetings will be recorded

Relationships, communication and conflict

We recognise the importance of good relationships for the smooth and effective operation of the club.

Therefore staff will:

1. Communicate with children and young people in ways that are appropriate to their age, needs and abilities and which supports and show that they value what the children and young people say and feel
2. Communicate with adults politely and courteously, showing respect for their individuality, needs and preference.
3. Recognise where there are communication difficulties and adapt accordingly
4. Handle disagreements in ways that maintain positive relationships
5. Be aware of typical situations that can cause conflict and know how to deal with them effectively and in a way that does not disrupt the work of the club

Students and volunteers

We believe that a placement for a student or a volunteer at our club is a valuable opportunity to build experience whilst learning about working within a play setting. We appreciate the contribution made by students and volunteers. They will:

- Be supervised and supported by a manager or other suitably qualified and competent member of staff.
- Enter into a formal, written and signed agreement concerning days and times of work, conduct, the aims and objectives of the placement and the support that will be offered by the club
- Undertake suitable and appropriate checks for work with children and young peoples.
- Unless suitably qualified and competent, not be left unsupervised with any child or young person
- Be provided with supervision, appraisal to monitor progress.
- Be provided with appropriate and relevant training and development opportunities
- Be allocated a member of staff who will provide day to day support and leadership
- Adopt a professional approach and work within the clubs policies, procedures and practices
- Be encouraged to attend and contribute to staff meetings

We will ensure that enabling students and volunteers to work at the club will not detrimentally affect the service provided.

This policy was adopted at a meeting of
Held on
Date to be reviewed
Signed on behalf of the management
committee
Name of signatory
Role of signatory (e.g. chair/owner)

Ultimate Primary Sports

St Vincent's School

June 2015

July 2020

Rustem Seyho

Rustem Seyho

Owner/Manager

Employment

Induction of staff, volunteers and managers

Policy Statement

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

Procedures

- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all staff and volunteers, including management committee members.
 - Familiarising with the building, health and safety and fire procedures.
 - Ensuring our policies and procedures have been read and are carried out.
 - Introduction to parents, especially parents of allocated key children where appropriate.
 - Familiarising them with confidential information where applicable in relation to any key children.
 - Details of the tasks and daily routines to be completed.
- The induction period lasts two weeks. The manager inducts new staff and volunteers. The chairperson or senior manager inducts new managers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.

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committee

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Role of signatory (e.g. chair/owner)

Ultimate Primary Sports

June 2015

July 2020

Rustem Seyho

Rustem Seyho

Owner/Manager

St Vincent's School

Equal Opportunities and Inclusion Policy

Created June 2014

Policy Statement

Ultimate Primary Sports Ltd is committed to taking positive and proactive steps to ensure that we provide a safe and caring environment, free from discrimination, for everyone in our community who wishes to make use of the services that we provide.

- Our equal opportunities and inclusion procedures aim to help everyone involved in the organisation to counteract and eliminate both direct and indirect discrimination in decision making, employment practices and service provision and to ensure that our service strives to achieve equality of opportunity for all.
- We aim to provide a welcoming and caring environment that promotes and reflects cultural and social diversity and is equally accessible to all. In addition, we will endeavour to challenge any behaviour or language that is offensive or detrimental with regard to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation, age and disability.
- We recognise that achieving the objectives of this policy relies on the active involvement of not only staff, but also those for whom we provide a service. We welcome and encourage all that use **Ultimate Primary Sports** to be interested in the running and management of the organisation and to comment on the effectiveness of its policies and procedures. We will therefore make use of all opportunities for consultation as a means of monitoring the effectiveness of this policy.

Procedures:

To realise our objective of creating a welcoming play environment that is free from discrimination we will:

- Ensure that our services are open and available to all who are eligible and would wish to use them
- Ensure that issues of race, ethnicity, nationality, class, religion, culture, gender, age, language, sexual orientation and disability do not inhibit anyone from accessing those services
- Treat all service users with equal concern and value
- Have regard for promoting understanding, respect and awareness of diversity and equal opportunities issues in planning and implementing the programme.
- Help all children and young people that we work with to celebrate and express their cultural and religious identity by providing the widest range of play resources and activities
- Ensure that the organisation's recruitment policies and procedures are open, fair and non-discriminatory.
- Ensure that all members of staff are aware of, understand and can implement this Equal Opportunities and Inclusion policy, as it relates to all aspects of our work.
- Encourage and support staff to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging discriminatory incidents.
- Ensure that all staff work to encourage each child's self-esteem and respect for each other.
- Provide opportunities for all staff to attend training in order to keep up to date and informed about issues equality and inclusion within play provision.
- Make adjustments for children and young people who may need extra support to play.
- Treat any member of staff found to be acting, or have been acting, in a discriminatory way, according to the provisions of the Staff Disciplinary Policy and Procedures.

- Work to fulfil all the legal requirements of the Sex Discrimination Act 1975, the Disability Discrimination Act 1995 and 2005, the SEN code of practice 2001, the Human Rights Act 1998 and the Race Relations (Amendment) Act 2000.

To ensure that this Equal Opportunities and Inclusion policy is implemented and that its effectiveness is regularly monitored:

- It will be kept under review
- It will be consistent with current legislation and guidance.
- Staff will receive appropriate training
- Appropriate action will be taken wherever discriminatory behaviour, language or attitudes become apparent.

This policy was adopted at a meeting of	Ultimate Primary Sports	St Vincent's School
Held on	June 2015	
Date to be reviewed	July 2020	
Signed on behalf of the management committee	<i>Rustem Seyho</i>	
Name of signatory	Rustem Seyho	
Role of signatory (e.g. chair/owner)	Owner/Manager	

First aid

Policy statement

In our setting staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.

Procedures

The First Aid Kit

Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981 and contains the following items only:

- Triangular bandages (ideally at least one should be sterile) - x 4.
- Sterile dressings:
 - a) Small (formerly Medium No 8) - x 3.
 - b) Medium (formerly Large No 9) – HSE 1 - x 3.
 - c) Large (formerly Extra Large No 3) – HSE 2 - x 3.
- Composite pack containing 20 assorted (individually-wrapped) plasters 1.
- Sterile eye pads (with bandage or attachment) eg No 16 dressing 2.
- Container or 6 safety pins 1.
- Guidance card as recommended by HSE 1.

In addition to the first aid equipment, each box should be supplied with:

- 2 pairs of disposable plastic (PVC or vinyl) gloves.
- 1 plastic disposable apron.
- a children's forehead 'strip' thermometer.

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

Legal framework

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

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committee

Name of signatory

Role of signatory (e.g. chair/owner)

Ultimate Primary Sports

June 2015

July 2020

Rustem Seyho

Rustem Seyho

Owner/Manager

St Vincent's School

Health & Safety Policy

Created June 2014

We aim to...

- Achieve a safe, well-run and caring working environment.
- Learn about health and safety through discussion and sharing good practice
- Enable workers, managers and visitors to assess, record and, if necessary, to take action to improve upon health and safety, policy and procedures
- Ensure the well-being, health & safety of all staff, management and visitors in accordance with current regulations

The Law

Statute Law and Common Law rely upon what is 'reasonably practical'. Whilst everyone has a moral, and in the case of adults, legal duty to protect others from serious danger if they reasonably can, the law recognises that it is impossible to guarantee total protection against all accidents.

We will act in accordance with the following legislation:

- The Children Act 1989/92.
- Health & Safety (First Aid) Regulations 1981.
- Fire Precautions Act 1971 and Fire Precautions (workplace) 1997.
- Reporting, injuries, diseases & dangerous occurrences regulations 1985.
- Employers Liability Act 1969.
- The Control of Substances Hazardous to Health regulations 1994.
- Health & Safety at Work, etc. Act 1974/1992.
- Food Safety Act 1990, Food Safety (General Food Hygiene) Regulations 1995.
- Electricity at Work Regulation 1989.
- Disability Discrimination Act 1995.
- Consumer Safety Act 1978.

(The list is intended as a guide and is not exhaustive.)

To meet our legal requirements we will:

- Designate a member of staff to be responsible for health & safety.
- Review health & safety policy and procedure on a regular basis.
- Require staff to carry out checks and action in line with health & safety policy and procedures.
- Provide any information, instruction, training and supervision that is necessary to ensure the health, safety and welfare of the service users and workers

Managers will:

- Maintain a healthy, safe working environment for employers, employees and all others who use it
- Ensure that all staff comply with the Health & Safety Policy in the day to day running of the club

- Be aware that if they, as employers, do not ensure that the club carries out its responsibilities that they could be committing a criminal offence.
- Be familiar with legislation affecting health & safety and its developments.

The Health & Safety at Work, etc. Act imposes a duty on each worker to:

- Take reasonable care of their own health & safety and that of any person who may be affected by anything they do or fail to do.
- Co-operate appropriately to enable management to comply with its responsibilities.
- Advise management of any instance that prevents them from carrying out their responsibilities in a healthy and safe manner.
- Act immediately whenever it is necessary for the health and safety of others and themselves.

Training

To ensure the level of competence required for an individual to undertake designated responsibility or duty:

A programme of training will be developed by considering...

- Who needs it.
- What it is intended to achieve.
- What it should include.
- How to present it most efficiently and effectively.
- How to resource it.

Training needs will be identified in accordance with...

- Relevant legal obligations.
- The organisation's health & safety policy.
- Work risk assessments undertaken.
- Accident record analysis.

For information and advice about training:

Institution of Occupational health & Safety (I.O.S.H)

Phone: 0116.257.3100.

Royal Society for the Prevention of Accidents (Ro.S.P.A.)

Phone: 0121.248.2000.

The British Safety Council (B.S.C.)

Phone: 0208.741.1231.

The Charities Safety Group...a recognised specialist division of I.O.S.H.

Phone: 0700.900.9128.

A safe environment is one in which:

- The building, fixtures, fittings, equipment, materials and access are safe, in good working order and appropriate for their intended use.
- All staff are aware of safety procedures for fire and first aid and unsafe behaviour, storage and hygiene.
- The first aid box is checked on a regular basis by an appointed 'first aider' and is located so that all staff can access it in an emergency.
- Regular checks and risk assessments are made on the building, fixtures, fittings, equipment, materials and access to ensure that the environment meets recommended and suitable standards for the health, safety and care of all who use it.
- The knowledge and skills of all staff are suitable to ensure analysis of risk and appropriate action.
- Immediate action is taken to eliminate or reduce an identified hazard.

Checks and risk assessments will be carried out to determine the measures necessary to eliminate or reduce the impact of any identified hazard associated with an intended activity.

What are they?

CHECKS: Simple observations or more detailed examinations of 'activities' in order to assess their risk.

RISK ASSESSMENT: 'Risk' is defined as the possibility of loss or injury. An assessment of the level of risk associated with a particular activity and the 'cost' or technical difficulties associated with measures to eliminate the risk are evaluated to determine what is 'acceptable' or 'unacceptable' risk and what, if any, precautions are 'reasonable' in relation to the objectives of the activity.

Checks and risk assessment will address two questions:

- Is it safe or in good working order?
- Is it appropriate for its intended purpose?

Checks and risk assessment may be carried out:

- All the time
- Every time something is used
- Daily
- Weekly
- Monthly

Checks and risk assessment may be carried out by:

- All
- Management
- The staff team
- A particular member of the staff team
- Other professionals from outside agencies

Checks and risk assessment will be carried out on:

- Temperature, lighting, noise, space, cleanliness, storage, floors, doors, windows
- Furniture, fixtures and fittings, toilets, washing facilities, walkways
- Food storage and use
- Electrical fittings and electrical equipment
- Fire safety equipment materials and notices, fire exits, fire safety action
- All outdoor spaces, fences, gates, walkways and paths
- First aid facilities, materials and equipment

Checks and risk assessments will be documented and filed under Health & Safety.

Accidents, injuries and illness

- Ill or injured people will be properly looked after and given appropriate first aid.
- All accidents, injuries, 'near misses' and work related illness will be recorded and investigated.
- Illness and injury will be reported in accordance with current health and safety legislation.
- Preventative action will be reasoned and considered.
- All staff will be trained and sufficiently competent to deal with accidents and injuries.

Investigations into accidents, injuries or work related illness will include:

- The people involved.
- The exact place, time and date of the incident.
- The nature of illness or injury.
- Any first aid given.
- A description of any accident.

- Who was authorised to do what.
- Anything abnormal, different or unusual about what was being undertaken.
- How practised were people involved to be doing what they were doing?
- Any instruction or training given and details?
- Any witnesses?
- Make and type and age of any equipment, materials or vehicle involved.
- Last checks on and maintenance records for equipment, materials or vehicle.
- Was incident reported to any outside agencies?
- Any preventative measures that should have been taken?
- Any recommended action to prevent repeat of incident.

Fire Safety

- All staff will be trained and sufficiently competent in fire safety awareness
- Fire safety equipment will be visible, accessible, checked and in working order
- Fire exit routes will be unobstructed and clearly identified
- Fire safety certificate will be available
- Fire action notices will be visible and accessible
- Special consideration will be given to the safety needs of any person with a disability
- Fire drills will be carried out bi-monthly for training and familiarisation purposes and will be documented

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Held on

Date to be reviewed

Signed on behalf of the management
committee

Name of signatory

Role of signatory (e.g. chair/owner)

Ultimate Primary Sports

June 2015

July 2020

Rustem Seyho

Rustem Seyho

Owner/Manager

St Vincent's School

Health and safety

Food hygiene

(Including procedure for reporting food poisoning)

Policy statement

In our setting we provide and/or serve food for children on the following basis :

- Sandwiches.
- Cereals.

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

We are registered as a food provider with the local authority Environmental Health Department.

Procedures

- The person in charge and the person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. This is set out in *Safer Food Better Business*. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- All staff follow the guidelines of *Safer Food Better Business*.
- At least one person has an in-date Food Hygiene Certificate.
- The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently.
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for hand-washing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand washing and simple hygiene rules
 - are kept away from hot surfaces and hot water; and

- do not have unsupervised access to electrical equipment such as blenders etc.

Reporting of food poisoning

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.
- If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to Ofsted.

Legal Framework

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

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Name of signatory	Rustem Seyho	
Role of signatory (e.g. chair/owner)	Owner/Manager	

Health and safety

Risk assessment

Policy statement

This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

The basis of this policy is risk assessment. Pre-school Learning Alliance risk assessment processes follow five steps as follows:

- Identification of risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, cooks, cleaners etc?
- Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

Procedures

- Our risk assessment process covers adults and children and includes:
 - checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
 - assessing the level of risk and who might be affected;
 - deciding which areas need attention; and
 - developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- Where more than five staff and volunteers are employed the risk assessment is written and is reviewed regularly.
- We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

Legal framework

- Management of Health and Safety at Work Regulations 1992

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Date to be reviewed

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June 2015
July 2020

St Vincent's School

Signed on behalf of the management
committee
Name of signatory
Role of signatory (e.g. chair/owner)

Rustem Seyho

Rustem Seyho

Owner/Manager

Information sharing

Policy statement

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

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

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

The decision should never be made as an individual, but with the back-up of management committee officers. The three critical criteria are:

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

Procedures

Our procedure is based on the 7 golden rules for information sharing as set out in Information Sharing: Guidance for Practitioners and Managers (DCSF 2008).

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
 - Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies.
2. Be open and honest. Explain to families how, when and why information will be shared about them and with whom. Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation.

In our setting we ensure parents:

- receive information about our information sharing policy when starting their child in the setting and they sign a form to say that they understand circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult. This is on our registration form;
- have information about our Safeguarding Children and Child Protection policy; and

- have information about the circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
3. Seek advice when there are doubts about possible significant harm to a child or others.
 - Managers contact children's social care for advice where they have doubts or are unsure.
 4. Share with consent where appropriate. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.
 - Guidelines for consent are part of this procedure.
 5. Managers are conversant with this and are able to advise staff accordingly. Consider the safety and welfare of the child when making a decision about sharing information – if there are concerns regarding 'significant harm' the child's well being and safety is paramount.

In our setting we:

- record concerns and discuss these with the setting's designated person and/or designated officer from the management committee for child protection matters. Record decisions made and the reasons why information will be shared and to whom; and
 - follow the procedures for reporting concerns and record keeping.
6. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely.
 - Our Child Protection procedure and Record Keeping procedure set out how and where information should be recorded and what information should be shared with another agency when making a referral.
 7. Reasons for decisions to share information, or not, are recorded.
 - Provision for this is set out in our Record Keeping procedure

Consent

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We do this as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.

- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign a form at registration to say they understand this.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school.
- Copies given to parents of the forms they sign.

We consider the following questions when we need to share:

- Is there legitimate purpose to sharing the information?
- Does the information enable the person to be identified?
- Is the information confidential?
- If the information is confidential, do you have consent to share?
- Is there a statutory duty or court order to share information?
- If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
- If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?

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

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

This policy was adopted at a meeting of	Ultimate Primary Sports	St Vincent's School
Held on	June 2015	
Date to be reviewed	July 2020	
Signed on behalf of the management committee	<i>Rustem Seyho</i>	
Name of signatory	Rustem Seyho	
Role of signatory (e.g. chair/owner)	Owner/Manager	

Maintaining children's safety and security on premises

Policy statement

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

Procedures

Children's personal safety

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

Security

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

This policy was adopted at a meeting of
Held on

Date to be reviewed

Signed on behalf of the management
committee

Name of signatory

Role of signatory (e.g. chair/owner)

Ultimate Primary Sports

June 2015

July 2020

Rustem Seyho

Rustem Seyho

Owner / Manager

St Vincent's School

Making a complaint

Policy statement

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

Procedures

All settings are required to keep a 'summary log' of all complaints that reach stage two or beyond. This is to be made available to parents as well as to Ofsted inspectors. A full procedure is set out in the Pre-school Learning Alliance publication *Summary Complaints Record* which acts as the 'summary log' for this purpose.

Making a complaint

Stage 1

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

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting leader and the owner or chair of the management committee.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the above-mentioned publication; the form may be completed with the person in charge and signed by the parent.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the setting leader may wish to store all information relating to the investigation in a separate file designated for this complaint.

- When the investigation into the complaint is completed, the setting leader or manager meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 3

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

Stage 4

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

Stage 5

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

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Local Safeguarding Children Board

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.
- The number to call Ofsted with regard to a complaint is: **0300 123 1231**
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

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

This policy was adopted at a meeting of	Ultimate Primary Sports	St Vincent's School
Held on	June 2015	(date)
Date to be reviewed	July 2020	(date)
Signed on behalf of the management committee	<i>Rustem Seyho</i>	
Name of signatory	Rustem Seyho	
Role of signatory (e.g. chair/owner)	Owner / Manager	

Managing children with allergies, or who are sick or infectious

(Including reporting notifiable diseases)

Policy statement

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

Procedures for children with allergies

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the registration form.
- If a child has an allergy, a risk assessment form is completed to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
 - The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).
 - Control measures – such as how the child can be prevented from contact with the allergen.
 - Review.
- This form is kept in the child's personal file and a copy is displayed where staff can see it.
- Parents train staff in how to administer special medication in the event of an allergic reaction.
- Generally, no nuts or nut products are used within the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Insurance requirements for children with allergies and disabilities

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

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

Oral Medication

Asthma inhalers are now regarded as "oral medication" by insurers and so documents do not need to be forwarded to your insurance provider.

- Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- The group must be provided with clear written instructions on how to administer such medication.

- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- The group must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

Life saving medication & invasive treatments

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

- The setting must have:
 - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
 - written consent from the parent or guardian allowing staff to administer medication; and
 - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
- Copies of all three letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal (if you have another provider, please check their procedures with them). Confirmation will then be issued in writing confirming that the insurance has been extended.

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

- Prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- Key person to have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.
- Copies of all letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal (if you have another provider, please check their procedures with them). Written confirmation that the insurance has been extended will be issued by return.

Procedures for children who are sick or infectious

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the manager calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- Temperature is taken using a 'fever scan' kept near to the first aid box.
- In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed.
- Parents are asked to take their child to the doctor before returning them to nursery; the nursery can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.

- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed.
- The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from www.patient.co.uk and includes common childhood illnesses such as measles.

Reporting of 'notifiable diseases'

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

HIV/AIDS/Hepatitis procedure

- HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/sluicing clothing after changing.
- Soiled clothing is rinsed and either bagged for parents to collect or laundered in the nursery.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with the clinical waste.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.
- Children do not share tooth brushes which are also soaked weekly in sterilising solution.

Nits and head lice

- Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

This policy was adopted at a meeting of
Held on
Date to be reviewed
Signed on behalf of the management
committee
Name of signatory
Role of signatory (e.g. chair/owner)

Ultimate Primary Sports

St Vincent's School

June 2015

July 2020

Rustem Seyho

Rustem Seyho

Owner/Manager

Child Name.....**Parent / Guardian Name**.....**Date**/...../.....

Club Child Attending:

Breakfast Club.....

After School Club.....

Camp.....

Please Tick the appropriate Club / Event

Your Comments / Suggestions.....

.....

.....

Many Thanks for your comments, they'll be looked at and taken into consideration.

Our aim is to improve at all time.

Coach Nick

Coach Nick's Breakfast & After School Club Parents Comments

Child Name.....**Parent / Guardian Name**.....**Date**/...../.....

Club Child Attending:

Breakfast Club.....

After School Club.....

Camp.....

Please Tick the appropriate Club / Event

Your Comments / Suggestions.....

.....

.....

Many Thanks for your comments, they'll be looked at and taken into consideration.

Our aim is to improve all the time.

Coach Nick

Job Description and Person Specification

PLAY LEADER JOB DESCRIPTION

In accordance with the aims and objectives of the play club, the play leader will be expected to:-

- Motivate, co-ordinate and supervise the play staff team
- Meet with the staff team to discuss and decide upon the day to day running of the play club and the needs of its users
- Plan and co-ordinate the environment (place, props and people) for a variety of play opportunities through, for example, art, crafts, games, dance, drama, music, projects and trips out
- Plan and provide for a variety of play behaviours through the availability of spaces and 'loose parts', thus enabling all play types to take place
- Be responsible for the health, safety and well-being of all at the play scheme all of the time and deal with emergencies
- Be with and relate to children in a non-patronising way, keeping intervention into their play and behaviour at a minimum
- Be responsive to play needs as identified by children
- Get, use and look after materials and equipment
- Be responsible for booking in and registering children
- Handle and account for money
- Liaise with parents, carers, members of the public and management
- Be responsible for all other administration required
- Keep records, monitor, evaluate and report as necessary for good play work practise

PERSON SPECIFICATION

The suitable candidate for the job must have:-

- A level 3 play work qualification and understanding of the principles of play work and the values of play
- Understanding of play theory, play types, play cues and loose parts
- Understanding of what constitutes a good play environment and the ability to plan, organise and resource it
- Understanding of distance supervision and low intervention and into children's play and behaviour
- Knowledge of young people's issues and, in particular, the need for special care and attention
- Understanding of the principles of well being and risk assessment within the play work profession
- Understanding of 'equal opportunity' and inclusion and their implementation in a play environment
- The ability to monitor and collect data and to evaluate and report
- The ability to carry out all associated administration
- Written and verbal communication and negotiation skills
- Leadership and supervision skills
- Knowledge of health and safety in play, understanding of child protection issues, understanding of play and EYFS, a first aid certificate

Play Policy

We Recognise That...

Play is what children and young people do when they follow their own ideas and interests, in their own way and for their own resources.

The main characteristic of play is not content but mode. It is an approach to activity, not the activity itself and the way it is done is playful. For activity to be playful the children's behaviour must be:

FREELY CHOSEN: by the child. It can be offered by adults, but the child can choose whether or not they do it.

PERSONALLY DIRECTED: so that the children make and amend the rules, structure and course of the activity.

DONE FOR ITS OWN SAKE: it occurs naturally, doesn't rely on external motivation and is engrossing in itself without the need for an end product.

If adults are present they are not intrusive so that the content and intent of play is controlled by the child.

The Visible Signs of Play:

We recognise that play is taking place through observation of:

PLAY TYPES: identified through research. They often overlap in nature, form and content. Children and young people usually engage in more than one at a time and change from one to another rapidly.

PLAY CUES: verbal or physical signals that a child is entering into a spell of play called a 'play cycle'.

The Purpose of Play:

We believe that:

- In play the children can manipulate the world around them in order to learn about it, the purpose of which is to adapt to its Situations and challenges in order to thrive and grow.

- All children and young people need a place to play, to test themselves, take chances, to face challenges, explore, experiment with all that it contains, to run, jump, climb, build and move around without constraint, using their imagination and developing Their social, emotional, physical, intellectual and creative skills.
- Children need a varied and interesting environment which offers opportunities for all play types and behaviours. The Environment should offer freedom to range and explore all that it contains and spaces for all types, behaviours and moods. It Should provide for play using the senses, playing with identity and with ideas and for play with the elements.

The Play Environment:

We recognise that natural play spaces are being reduced and that the content of play is restricted by industry, commerce, building, dumping of waste and rubbish, roads and traffic and fear of predators. Therefore it is necessary to create artificial play spaces.

We Do This Through providing:

PLACE: a child-friendly environment that encourages difference and diversity and offers: freedom from hidden risk; freedom to range the whole environment and to access all that it contains; physical and emotional security; shelter, warmth and cool; spaces that can be modified and changed through the use of moveable resources; provide for and support feelings and moods that children bring with them or which occur during their play.

PROPS: materials and equipment for all play types that stimulate and encourage exploration and experimentation that are available and accessible when children want to get at them.

PEOPLE: competent and qualified play workers who understand play, are keenly observant of and responsive to children's play cues and needs and use their knowledge of play types, loose parts and the play cycle to plan and provide for play. They leave content and intent of play to children, wait to be invited to play and organise only when children want it.

In Addition We:

- Treat each child as an individual and work to meet their individual needs.
- Encourage children and young people to make their own decisions.
- Work in accordance with:
 - i. The play work principle**
 - ii The UN Convention on the rights of the child**
 - iii. The charter for children's play**
 - iv. The early years foundation stage**

This policy

This play policy will be reviewed and revised **annually**

It was written and adopted by **Ultimate Primary Sports Ltd** at its meeting date: **June 2015**

SIGNED: *Rustem Seyho*

DATE: 09/2020

Position in organisation: Owner/Manager

Job Description and Personal Specification

PLAY WORKER JOB DESCRIPTION

In accordance with the aims and objectives of the play club, the play worker will:

- Be an active team member under the co-ordination of the play leader
- Meet with the staff team to discuss and decide upon the day to day running of the play scheme and the needs of its users
- Operate the play environment (place, props and people) for a variety of play opportunities through, for example, arts, crafts, games, dance, drama, music, projects and trips out
- Plan and provide for a variety of play behaviours by providing 'loose parts', thus enabling all play types to take place
- Be with and relate to children in a non-patronising way, keeping intervention into their play and behaviour at a low level
- Be responsible for the health, safety and well-being of all at the play club and deal with emergencies
- Get, use and look after materials and equipment
- Be responsible for booking in and registering children as required
- Handle and account for money
- Liaise with parents, carers, members of the public and management
- Be responsible for all associated administration as required
- Keep records, monitor, evaluate and report as necessary for good play work practise

PERSON SPECIFICATION

The suitable candidate for the job must have:-

- A level 2 play work qualification and understanding of the principles of play work and the values of play
- Understanding of the theories of play, play types and loose parts
- The ability to plan, organise and resource for play
- The ability to implement, monitor, evaluate and report and to carry out all associated administration
- Communication and negotiation skills
- Understanding of distance supervision and low intervention into children's play and behaviour
- An understanding of "equal opportunities" and inclusion and their implementation within a play environment
- Knowledge of risk assessment and health and safety in play, understanding of child protection issues, understanding play and the EYFS, a first aid application.

Policy For Intervention Into Children's Play

We Believe That....

....play spaces must be operated by competent and qualified playworkers who understand play, are keenly observant of and responsive to children's play cues and needs and use their knowledge of play types, loose parts and the play cycle to plan and provide for play. They leave the content and intent of play to children, wait to be invited to play and organise only when children want it.

Playworkers will intervene in children's play to:

Create spaces that support freely chosen, self-directed play
Support relationships in the play environment
Develop and maintain a healthy, safe and secure environment

We understand and know that the way they do this impacts upon the development, advancement, self reliance, self esteem and comfort of children at play.

Playworkers will intervene through:

Planning, preparing and creating play spaces that provide:

- Freedom from hidden risk
- Freedom to range the whole environment and to access all that it contains
- Physical and emotional security
- Shelter, warmth and cool
- Loose parts for all play types
- An atmosphere that inspires

Verbal and physical greetings and invitations.

Play workers will:

- Be quiet and non-intrusive
- Avoid interrupting the momentum of children's play and movement around the play space
- Be seen to be available and interested but without over reaction
- Let children do things when they are ready
- Invite individual children to do something (to eat, participate, sign in, etc) if they wish

Playing

Play workers may be asked to join in and know that they are doing it to:

- Enhance ideas and possibilities or
- offer support or

- respond to a play cue or
- offer structure to help the play along

Understanding that their involvement in children's play is mostly not needed, playworkers will recognise why and in what circumstances joining or staying in the play may not be the best thing and know when and how to withdraw.

Bringing play to an end.

Play workers will use their knowledge of play behaviour and moods to bring children's play to an end in ways that prioritise children's play needs and desires and their right to direct their own play.

Observation and analysis

Play workers will observe and think about the play space and how it is being used. They will carry out audits and assessments, monitoring and evaluation and as a result will modify and develop the play space and their own practice accordingly.

Dealing With Difficult Behaviour

We believe that...

Difficult behaviour is that which may be rude or offensive to others. It could be violent or loud or behaviour that is simply inappropriate to the current circumstances and any behaviour that is detrimental to the engagement, enjoyment or sense of identity and self-esteem of those using the play space.

Children's behaviour is modified by personal attitude, choice, control and not because they are obeying rules. They will be able to act sensibly and responsibly if given the opportunity to do so, to have a sense of control or autonomy, responsibility and independence. We also believe that everyone has the right to say that what someone else is doing is upsetting, scaring or offending them personally.

We therefore will not impose value codes upon children and young people.

All play workers and managers will know and understand what difficult or challenging behaviour is, what might be its cause and its purpose or function and how it can be dealt with. They will know that:

- Background, peer group pressure, the physical environment of the play club and the adults' and the personal characteristics, traits, temperament and capabilities of a child or young person can be the cause of difficult behaviour.
- Some of the many things that can be the precursor to or basis for difficult behaviour are most likely to operate in combinations or interact in a two-way process to produce what we deem to be 'bad behaviour'.
- Unable to gain positive attention and regarding indifference as intolerable, children and young people may resort to activities that get them any attention at all, even if it is negative and that their behaviour might involve such things as; attention seeking, power seeking, revenge, the desire to hurt, displays of inadequacy.

Play workers will intervene to:

- Stop or change behaviour that is detrimental to the play space and those in it
- Restore or change the atmosphere
- Create time and space for reflection
- Demonstrate to all that some behaviour is unacceptable

Intervention will be:

VERBAL through conversation, questions or a remark. Shouting is only acceptable when they cannot physically get to an urgent incident.

NON-VERBAL through a look, moving towards or standing closer to a situation, being available if a child asks for help.

PHYSICAL which will be very rare, but in the case of behaviour that is causing obvious anxiety or physical harm, physical restraint may be necessary. 'Restraint' can mean holding hand or arm, enclosing, getting in between or blocking a path with your arm or whole body or disarming in whatever way possible. It does not mean dragging, hitting, lifting or carrying a child, inflicting pain or holding another person in an appropriate way or place.

All children will be treated with respect by adults in the play club, in a manner which is equal to that shown to other playworkers or adults and without physical punishment or practice which is a misuse of power and which humiliates or frightens. Adult reactions and responses that demonstrate irritation and anger, power, revenge or hurt will be avoided.

Playworkers will:

UNDERSTAND.....the behaviour and deal with it sensibly

WATCH.....their own personal body language

EXPLAIN.....the consequences of particular play behaviour

ACT QUICKLY.....to avoid harm, thus avoiding debate, argument or overreaction

NEGOTIATE.....by asking questions and listening to the answers

FIND.....a realistic settlement for the child, that does not set the child up to fail, and will follow it through

PRAISE.....good behaviour without using a copious stream of sentiments

IGNORE.....bad behaviour unless it is detrimental to the play, chosen identity or safety of others

OFFER.....alternatives that are more attractive or challenging or similar but safer

Settlements and agreements made with children will be realistic through for example:

- Offering a shorter chunk of time at club, allowing less time to fail

- Negotiating one behaviour change or task, enabling less chance to fail
- Increasing time at the club and tasks by measurable and manageable chunks

The child will be helped to choose which behaviour they want to work on, when they will start, and what they are aiming for.

Alternatives will be offered and seen as a challenge and not as a soft option so that, for example, a project, a job or another activity will provide the sensation being sought by bad behaviour.

Understanding and Agreement will be sought from parents and carers./

The entire **playwork team** will work with and support the agreement.

Rules and Restrictions will be simple, logical and acceptable and achievable for children.

They will:

- work for everyone
- work in all circumstances
- apply equally to all: adults, play workers and children
- be reviewed for relevance and changed as appropriate

Playworkers will carry out their role and responsibilities through ‘Distant Supervision’

- **Patrolling** and thinking about the play space and how it is being used.
- **Passing Dialogue** with those who want it, that is collaborative rather than intrusive
- **Recognising** the invitation signs of those who need help and **asking** if they can do anything to help.
- **Avoiding** the impulse to organise or teach how something should be done.
- **Offering** a chair, a space, time and an indication that they care, without invasion, voyeurism and over-enthusiastic cheerfulness.
- **Watching** for those threatening to injure themselves or others, without too much emphasis on health and safety at the expense of the child's right to play and self-development. The balance between the two will be clear.
- **Minimising** interference from adults.
- **Leaving** a child or young person when they are handling something or taking control of, perhaps for the first time, a challenge, a conflict or a fight.
- **Knowing** when playing is happening all around.
- **Engaging** in own activity and showing what is possible.

This Policy

This policy will be reviewed and revised **Annually**

It was **written** and adopted by **Ultimate Primary Sports Team** at its meeting dated: June 2015

Signed: *Rustem Seyho*

Date: Jan 2021

Position in organisation: Manager / Director

Promoting health and hygiene

Food and drink

Policy statement

This setting regards snack and meal times as an important part of the setting's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating using resources and materials from the Pre-school Learning Alliance campaign *Feeding Young Imaginations*. At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

Procedures

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

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies. (See the Managing Children with Allergies policy.)
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We plan menus in advance, involving children and parents in the planning.
- We display the menus of meals/snacks for the information of parents.
- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods from the four main food groups:
 - meat, fish and protein alternatives;
 - dairy foods;
 - grains, cereals and starch vegetables; and
 - fruit and vegetables.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.

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

Packed lunches

Where settings cannot provide cooked meals and children are required to bring packed lunches, we:

- ensure perishable contents of packed lunches are refrigerated or contain an ice pack to keep food cool;
- inform parents of our policy on healthy eating;
- inform parents of whether we have facilities to microwave cooked food brought from home;
- encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt or crème fraîche where we can only provide cold food from home. We discourage sweet drinks and can provide children with water or diluted fresh fruit juice;
- discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
- provide children, bringing packed lunches, with plates, cups and cutlery; and
- ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.

Legal Framework

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

This policy was adopted at a meeting of	Ultimate Primary Sports	St Vincent's School
Held on	June 2015	
Date to be reviewed	July 2020	
Signed on behalf of the management committee	<i>Rustem Seyho</i>	
Name of signatory	Rustem Seyho	
Role of signatory (e.g. chair/owner)	Owner / Manager	

Record keeping

Children's records

Policy Statement

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

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

Procedures

We keep two kinds of records on children attending our setting:

Developmental records

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- These are usually kept in the playroom and can be freely accessed, and contributed to, by staff, the child and the child's parents.

Personal records

- These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in an office or other suitably safe place.
- Parents have access, in accordance with our Client Access to Records policy, to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for three years after they have left the setting. These are kept in a secure place.

Other records

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.

- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our confidentiality policy and are required to respect it.

Legal Framework

- Data Protection Act 1998
- Human Rights Act 1998

This policy was adopted at a meeting of
Held on

Date to be reviewed

Signed on behalf of the management
committee

Name of signatory

Role of signatory (e.g. chair/owner)

Ultimate Primary Sports

St Vincent's School

June 2015

July 2020

Rustem Seyho

Rustem Seyho

Owner / Manager

Record keeping

Provider records

Policy Statement

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

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records policy and Information Sharing policy.

Procedures

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

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

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Ultimate Primary Sports

St Vincent's School

June 2015

(date)

July 2020

(date)

Rustem Seyho

Rustem Seyho

Owner/Manager

Recording and reporting of accidents and incidents

(Including procedure for reporting to HSE, RIDDOR)

Created June 2010

Policy Statement

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

Procedures

Our accident Forms:

- is kept safely and accessibly;
- is accessible to all staff and volunteers, who know how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

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

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

Dealing with incidents

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

- any accident to a member of staff requiring treatment by a general practitioner or hospital; and
- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- Any dangerous occurrence is recorded in our incident book. See below.

Information for reporting the incident to Health and Safety Officer is detailed in the Pre-school Learning Alliance's *Accident Record* publication.

Our incident Book

- We have ready access to telephone numbers for emergency services, including local police. Where we are responsible for the premises we have contact numbers for gas and electricity emergency services, carpenter and plumber. Where we rent premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above.

- These incidents include:
 - break in, burglary, theft of personal or the setting's property;
 - an intruder gaining unauthorised access to the premises;
 - fire, flood, gas leak or electrical failure;
 - attack on member of staff or parent on the premises or nearby;
 - any racist incident involving staff or family on the centre's premises;
 - death of a child, and
 - a terrorist attack, or threat of one.
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.
- In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
- In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, or any other means involving an older child, the emergency services are called, and the advice of these services are followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Legal framework

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

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Risk Assessment

Risk Assessment For.....

Name of Assessor.....Date.../.../.....Assessor

Signature.....

Play behaviour, activity or area	Hazard that could cause harm	What harm can be caused?	Who could be Harmed?	Likelihood of harm happening	Likely severity of injury	Risk level H/M/L	Action taken to reduce risk	Reason for Judgement

Note.....

Daily Visual Risk Assessment

Date and Day	Hazard could cause Harm	Action Taken	Name/ Signature

Date / / 2015/16

Safeguarding children

Safeguarding children and child protection

(Including managing allegations of abuse against a member of staff)

Policy statement

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy.

Staff and volunteers

- Our designated person Rustem Seyho who co-ordinates child protection issues is:
- Our designated officer who oversees this work is: Rustem Seyho

- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the setting leader or manager who is acting as the 'designated person'. The information is stored on the child's personal file.
- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation.

NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children's Board.

- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We use the detailed procedures and reporting format contained in the Pre-school Learning Alliance's publication 'Child Protection Record for use in Early Years Settings' when making a referral to children's social care or other appropriate agencies.

Recording suspicions of abuse and disclosures

- Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that member of staff:
 - listens to the child, offers reassurance and gives assurance that she or he will take action;
 - does not question the child;
 - makes a written record that forms an objective record of the observation or disclosure that includes:
 - the date and time of the observation or the disclosure;
 - the exact words spoken by the child as far as possible;
 - the name of the person to whom the concern was reported, with date and time; and
 - the names of any other person present at the time.
 - These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.

Making a referral to the local authority social care team

- The Pre-school Learning Alliance's publication 'Child Protection Record' contains detailed procedures for making a referral to the local social care team, as well as a template form for recording concerns and making a referral. This is based on 'What to do if you're worried a child is being abused' (HMG 2006).

- We keep a copy of this document and follow the detailed guidelines given.
- All members of staff are familiar with the Alliance's Child Protection Record and follow the procedures for recording and reporting.

Informing parents

- Parents are normally the first point of contact.
- If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this.
- This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

Liaison with other agencies

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of 'What to do if you're worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.
- If a referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

Allegations against staff

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the local authority's social care department to investigate. We also report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.

- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management committee and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.
- In Barnet you can get advice and guidance from the LADO (Local Authority Designated Officer) by contacting the MASH on 020 8359 4066.

Disciplinary action

- Where a member of staff or a volunteer is dismissed from the setting because of misconduct relating to a child, we notify the Independent Barring Board administrators so that the name may be included on the Protection of Children and Vulnerable Adults Barred List.

Training

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

Planning

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

Curriculum

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

Confidentiality

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

Support to families

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

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Human Rights Act (1999)
- Race Relations (Amendment) Act (2000)
- Race Relations (Amendment) Act (1976) Regulations
- Equalities Act (2006)
- Data Protection Act (1998) Non Statutory Guidance

Further Guidance

- Working Together to Safeguard Children (revised HMG 2006)
- What to do if you're Worried a Child is Being Abused (HMG 2006)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework (2006)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)

- Information Sharing: Practitioners' Guide (HMG 2006)

This policy was adopted at a meeting of

Held on

Date to be reviewed

Signed on behalf of the management
committee

Name of signatory

Role of signatory (e.g. chair/owner)

Ultimate Primary Sports

June 2015

July 2020

Rustem Seyho

Rustem Seyho

Manager

St Vincent's School

Solving Conflicts

Using the Tool: A Conflict Resolution Process

Based on these approaches, a starting point for dealing with conflict is to identify the overriding conflict style employed by yourself, your team or your organization. Over time, people's conflict management styles tend to mesh, and a "right" way to solve conflict emerges. It's good to recognize when this style can be used effectively, however make sure that people understand that different styles may suit different situations. Look at the circumstances, and think about the style that may be appropriate.

IBR Approach

"Interest-Based Relational (IBR) Approach". This type of conflict resolution respects individual differences while helping people avoid becoming too entrenched in a fixed position.

- **Make sure that good relationships are the first priority:** As far as possible, make sure that you treat the other calmly and that you try to build mutual respect. Do your best to be courteous to one-another and remain constructive under pressure.
- **Keep people and problems separate:** Recognize that in many cases the other person is not just "being difficult" – real and valid differences can lie behind conflictive positions. By separating the problem from the person, real issues can be debated without damaging working relationships.
- **Pay attention to the interests that are being presented:** By listening carefully you'll most-likely understand why the person is adopting his or her position.
- **Listen first; talk second:** To solve a problem effectively you have to understand where the other person is coming from before defending your own position.
- **Set out the "Facts":** Agree and establish the objective, observable elements that will have an impact on the decision.
- **Explore options together:** Be open to the idea that a third position may exist, and that you can get to this idea jointly.

Conflict Resolution Process:

Step One: Set the Scene

If appropriate to the situation, agree the rules of the **IBR Approach** (or at least consider using the approach yourself.) Make sure that people understand that the conflict may be a mutual problem, which may be best resolved through discussion and negotiation rather than through raw aggression. If you are involved in the conflict, emphasize the fact that you are presenting your perception of the problem. Use active listening skills to ensure you hear and understand other's positions and perceptions.

- Restate.
- Paraphrase.
- Summarize.

And make sure that when you talk, you're using an adult, assertive approach rather than a submissive or aggressive style.

Step Two: Gather Information

Here you are trying to get to the underlying interests, needs, and concerns. Ask for the other person's viewpoint and confirm that you respect his or her opinion and need his or her cooperation to solve the problem.

Try to understand his or her motivations and goals, and see how your actions may be affecting these.

Also, try to understand the conflict in objective terms: Is it affecting work performance? damaging the delivery to the client? disrupting team work? hampering decision-making? or so on. Be sure to focus on work issues and leave personalities out of the discussion.

- Listen with empathy and see the conflict from the other person's point of view.
- Identify issues clearly and concisely.
- Use "I" statements.
- Remain flexible.
- Clarify feelings.

Step Three: Agree the Problem

This sounds like an obvious step, but often different underlying needs, interests and goals can cause people to perceive problems very differently. You'll need to agree the problems that you are trying to solve before you'll find a mutually acceptable solution.

Sometimes different people will see different but interlocking problems – if you can't reach a common perception of the problem, then at the very least, you need to understand what the other person sees as the problem.

Step Four: Brainstorm Possible Solutions

If everyone is going to feel satisfied with the resolution, it will help if everyone has had fair input in generating solutions. Brainstorm possible solutions, and be open to all ideas, including ones you never considered before.

Step Five: Negotiate a Solution

By this stage, the conflict may be resolved: Both sides may better understand the position of the other, and a mutually satisfactory solution may be clear to all.

However you may also have uncovered real differences between your positions. This is where a technique like win-win negotiation can be useful to find a solution that, at least to some extent, satisfies everyone.

There are three guiding principles here: Be Calm, Be Patient, Have Respect.

Key Points

Conflict in the workplace can be incredibly destructive to good teamwork.

Managed in the wrong way, real and legitimate differences between people can quickly spiral out of control, resulting in situations where co-operation breaks down and the team's mission is threatened. This is particularly the case where the wrong approaches to conflict resolution are used.

To calm these situations down, it helps to take a positive approach to conflict resolution, where discussion is courteous and non-confrontational, and the focus is on issues rather than on individuals. If this is done, then, as long as people listen carefully and explore facts, issues and possible solutions properly, conflict can often be resolved effectively.

This policy was adopted at a meeting of	Ultimate Primary Sports	St Vincent's School
Held on	Feb 2015	
Date to be reviewed	July 2020	
Signed on behalf of the management committee	<i>Rustem Seyho</i>	
Name of signatory	Rustem Seyho	
Role of signatory (e.g. chair/owner)	Owner/Manager	

Employment and Staffing policy

We aim to...

- place the best interests of the children at the centre of all staffing matters
- offer equality of opportunity in our staff recruitment and selection
- support all staff in the performance of their duties and in improving their play practice

Staff behaviour and conduct

All staff are expected to conduct themselves in a professional, courteous, helpful, warm and consistent manner. During their time at work and carrying out their duties they will:

- ☞ Be appropriately dressed for working with children.
- ☞ Be aware of health and safety issues, for example nails, hair, jewellery, in relation to personal appearance.
- ☞ Switch off personal mobile phones during working hours, except by prior arrangement with their manager
- ☞ Demonstrate understanding of multi-cultural issues and a commitment to treating all children and young people as individuals and with equal concern and respect
- ☞ Demonstrate understanding of and competence in health, safety and welfare issues
- ☞ Be honest, loyal and diligent
- ☞ Not smoke or take alcohol or drugs or bully, harass or victimise any child, young person or adult
- ☞ Avoid the use of offensive language, swearing, arguing and racist or sexist comments.

All staff will understand and work in accordance with the clubs policies, procedures and practices. Guided by their job description, staff will work in accordance with the terms and conditions of their contract of employment. Staff will carry out their duties in accordance with current legislation and best practice guidelines

Recruitment and selection of staff

We are committed to offering equality of opportunity in our staff recruitment and selection procedures. In order to achieve this:

- ☞ Staff will be recruited from all sections of the community and employed on the basis of their suitability for the post regardless of marital status, age, gender, culture religion, ethnic origin or sexual orientation.
- ☞ Permitted exemption clauses in the recruitment process may be used to ensure our staff profile meets the needs of the children and reflects the diversity of the local community.
- ☞ References and enhanced criminal record checks will be obtained for all staff and volunteers
- ☞ Records relating to the recruitment will be kept, particularly those records which demonstrate that checks have been done. Records will include the type, date and number of each check undertaken.
- ☞ Applicants for work will not be disadvantaged by the placement of unjustifiable conditions or requirements to do the job.

Recruitment and selection will be carried out in accordance with our recruitment policy and procedure and all relevant legislation and best practice.

Induction

Staff will undergo an induction process during the first month of their employment. This will include:

- A tour of the premises, to include location of fire exits, toilets and other specific areas such as kitchen, office storage areas and staff room.
- An explanation of the day-to-day management and routine of the Club, including hours of work, shifts, attendance at staff meetings etc.

- Introducing new staff to colleagues, children and parents/carers.
- Pointing out the practical implications of the Club's policies and procedures and practices to the daily running of the Club and to its legal obligations under current legislation.

Staff will be given a job description, contract of employment and a copies of the club's policies and procedures at the commencement of their employment.

Job role and contracts

- All staff will have a contract of work which set s out the terms and conditions of their employment
- All staff will have a job description which sets out the aims of the job and the duties and responsibilities they are expected to carry out. The job description will also list the required personal skills, understanding, knowledge and experience to carry out the roles and responsibilities

Staff deployment

We realise the importance of maintaining adequate levels and quality of staffing in order to ensure that children and young people are cared for and given attention and support, that their experience at the club meets their play needs and desires and to ensure that each child or young person's welfare and individual needs are met. Therefore:

1. Staffing ratios will be in line with current legislation
2. Leave and other absences will be organised and monitored so that staff/child ratios are not compromised.
3. There will be at least 2 members of staff running the playclub at all times
4. There will always be at least 2 members of staff on any trips out
5. Staff will be aware of the need to maintain appropriate levels of cover at all times
6. Staff will move around the play space and change their area or location of supervision as appropriate and in conjunction with the rest of the team.
7. Staff will be aware of where other team members are and will adjust their area or location of responsibility and duties accordingly.
8. A key person approach will operate for every child in the Early Years Foundation Stage Each child will have a member of staff to support them and liaise with parents/carers, teachers and any other agency or individual concerned with the child's well-being and development.
9. The manager will ensure that suitable contingency plans are in place to cover emergencies, unexpected staff absences, breaks, holidays and sickness.
10. Students and volunteers will not be included in the staff to child ratios

Disciplinary procedures

The club aims to maintain a highly skilled, professional and motivated team of workers. However, it may occasionally be necessary to take action requiring a disciplinary, to encourage improvement in staff conduct and performance The club will provide a fair and consistent method of dealing with incidents of this kind and will be dealt with in accordance with the organisation's disciplinary procedure.

Staff leave and other absence

Sick leave, annual and other leave will be taken in accordance with the agreed terms and conditions of employment in their contract of work. In addition:

- Manager will ensure that space and time is made during the working day for staff to take regular breaks.
- Staff who are unable to attend work because of illness or other medical condition must notify their manager prior to the start pf the working day or shift
- Managers will organise annual leave so that ratios are not compromised.
- Where a member of staff needs to take time off for any reason other than sick leave or to attend pre-arranged training, this must be agreed in advance with their manager.
- Sick leave is monitored and action will be taken where necessary, in accordance with the contract of employment.

Qualifications and experience

The manager and all staff will be suitably qualified and competent to work with children and young people in a play setting.

- The manager or playleader will have a full and relevant level 3 qualification
- Playworkers will have or be working towards a full and relevant level 2 qualification

NB SkillsActive, the Sector Skills Council responsible for playwork, consider a playwork qualification to be the 'full and relevant' qualification for those working in playwork settings

In addition, staff will undertake training and achieve the required certification in first aid, food hygiene, risk and safety in play and safeguarding.

Support, supervision and appraisal

We are committed to supporting all staff in the performance of their duties and in improving their play practice. To review performance and potential and to identify suitable and appropriate training and development needs...

Appraisal will take the form of an annual meeting between the member of staff and person carrying out the appraisal and used to identify current knowledge, skills, areas for future development and potential training needs.

Supervision will take the form of a regular monthly discussion between the staff member and the manager and will be used to reflect upon professional progress as well as targets set and issues raised during appraisal.

The appraisal and supervision process will be used to build up a Personal Development Plan for each member of staff.

Staff development and training

All staff will have a job description which describes their role and responsibilities and the competencies, experience and knowledge they must have. Our Intervention policy describes the aims of the work, the understanding that playworkers require and how they will carry out their work. We believe that...

- The staff of this club are its most valuable resource.
- It is only through their commitment and effort that good quality provision can be established and maintained.
- Well trained and motivated staff make the club better able to meet the diverse and complex play needs of its children and young people

We are committed to providing training and development opportunities for staff so that they are able to perform their roles efficiently and effectively. Staff will be expected to keep up to date with current professional thinking and practice about play and its related issues, health and safety and child development and welfare issues.

Staff will:

- Be offered and will undertake a full induction programme
- Take part in a regular system of appraisals
- Have a personal development plan
- Maintain record of their qualifications and training

Personal development plan (PDP)

The plan is the joint responsibility of the member of staff and their manager. It is a continuous process to ensure that staff needs are identified and acted upon. A copy of the plan will be kept by the member of staff and the manager. It will list:

- Training undertaken
- Skills acquired
- Training and development opportunities to be undertaken, when and why

Training and qualifications:

The club will support staff to work towards and improve their qualifications and competence. All staff will be encouraged to take up opportunities to develop their professional practice and to ensure their up to date knowledge and understanding of playwork issues.

To encourage and support staff to take advantage of and overcome barriers to accessing training and development opportunities:

1. The manager will identify and promote training and development opportunities
2. Staff will be expected to attend training courses as and when requested by their manager
3. Staff will not be financially disadvantaged by training and development opportunities they undertake.
4. Where possible staff will undertake training and qualifications as part of their contracted hours of work.

It is the manager's responsibility to ensure that staff are up to date with legislation and professional practices and are suitably competent and knowledgeable to fulfil the club's legal and professional obligations.

Confidentiality

Staff have a right to privacy as do children and their parents and family. Except in exceptional circumstances, staff will:

- Know the rules and guidelines covering confidentiality
- Know what information should be treated confidentially and who can and cannot share this information
- Not discuss personal details of others
- Not talk about individual incidents of behaviour of children in front of parents/carers and other children
- Not supply and information about children to any branch of the media

The club operates a confidentiality policy which all staff must adhere to.

Team work

Staff will work as part of a team. This will include:

1. **Providing support to colleagues when they need it**
 2. **Responding to conflict:** Staff will know the types of conflict that happen in teams and how to deal with it. Conflicts between staff will not in any way compromise professional practice and teamwork
 3. **Taking part in staff meetings to provide a regular and frequent communication slot for managing work and professional practice and an opportunity to:**
 - a. share information
 - b. evaluate past events and work done
 - c. plan ahead
 - d. address issues, problems, good news and the unexpected
- It is expected that all workers will attend and use the staff meeting to contribute their ideas regarding the work of the organisation
 - The way that items are dealt with will enable all to have a view and to express an opinion
 - There will be a regular day and time for a staff meeting
 - All necessary information will be available prior to the meeting
 - Staff team meetings will be recorded

Relationships, communication and conflict

We recognise the importance of good relationships for the smooth and effective operation of the club.

Therefore staff will:

1. Communicate with children and young people in ways that are appropriate to their age, needs and abilities and which supports and show that they value what the children and young people say and feel
2. Communicate with adults politely and courteously, showing respect for their individuality, needs and preference.
3. Recognise where there are communication difficulties and adapt accordingly
4. Handle disagreements in ways that maintain positive relationships
5. Be aware of typical situations that can cause conflict and know how to deal with them effectively and in a way that does not disrupt the work of the club

Students and volunteers

We believe that a placement for a student or a volunteer at our club is a valuable opportunity to build experience whilst learning about working within a play setting. We appreciate the contribution made by students and volunteers. They will:

- Be supervised and supported by a manager or other suitably qualified and competent member of staff.
- Enter into a formal, written and signed agreement concerning days and times of work, conduct, the aims and objectives of the placement and the support that will be offered by the club
- Undertake suitable and appropriate checks for work with children and young peoples.
- Unless suitably qualified and competent, not be left unsupervised with any child or young person
- Be provided with supervision, appraisal to monitor progress.
- Be provided with appropriate and relevant training and development opportunities
- Be allocated a member of staff who will provide day to day support and leadership
- Adopt a professional approach and work within the clubs policies, procedures and practices
- Be encouraged to attend and contribute to staff meetings

We will ensure that enabling students and volunteers to work at the club will not detrimentally affect the service provided.

In Barnet you can get advice and guidance from the LADO (Local Authority Designated Officer) by contacting the MASH on 020 8359 4066.

This Policy:

This employment and staffing policy will be revised **annually**.

It was written/revised and adopted by: **Rustem Seyho** at its meeting dated: **June 2015**

Signed: *Rustem Seyho*

Date: **09/2020**

Position in organisation: **Manager**

Supervision of children on outings and visits

Policy statement

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Some settings do not have direct access to outdoor provision on their premises and will need to take children out daily. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

Procedures

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- This general consent details the venues used for daily activities.
- There is a risk assessment for each venue carried out, which is reviewed regularly.
- Parents are always asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and type of venue as well as how it is to be reached.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- Outings are recorded in an outings record book kept in the setting stating:
 - The date and time of outing.
 - The venue and mode of transport.
 - Names of staff assigned to named children.
 - Time of return.
- Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Staff take a list of children with them with contact numbers of parents/carers.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.

- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.

This policy was adopted at a meeting of
Held on

Date to be reviewed

Signed on behalf of the management
committee

Name of signatory

Role of signatory (e.g. chair/owner)

Ultimate Primary Sports

June 2015

July 2020

Rustem Seyho

Rustem Seyho

Owner / Manager

St Vincent's School

Supporting children with special educational needs

Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.

- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

This policy was adopted at a meeting of

Held on

Date to be reviewed

Signed on behalf of the management
committee

Name of signatory

Role of signatory (e.g. chair/owner)

Ultimate Primary Sports

June 2015

July 2020

Rustem Seyho

Rustem Seyho

Owner / Manager

St Vincent's School

The role of the key person and settling-in

Policy Statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

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

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

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

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

Procedures

- We allocate a key person before the child starts.
- In some settings where a home visit is carried out before the child starts, this is done by the manager and the key person.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.

- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.

- Within the first four to six weeks of starting we discuss and work with the child's parents to start to create their child's record of achievement.

This policy was adopted at a meeting of	Ultimate Primary Sports	St Vincent's School
Held on	June 2015	
Date to be reviewed	July 2020	
Signed on behalf of the management committee	<i>Rustem Seyho</i>	
Name of signatory	Rustem Seyho	
Role of signatory (e.g. chair/owner)	Owner / Manager	

Accident Form

Child Name.....Time.....Date....../....../.....

Club Attending.....

Cause of injury.....

Treatment Received.....

.....

Child Condition.....

Parent / Carer Name.....Signature.....

Coach/Staff in Charge.....Signature.....

Accident Form

Child Name.....Time.....Date....../....../.....

Club Attending.....

Cause of injury.....

Treatment Received.....

.....

Child Condition.....

Parent / Carer Name.....Signature.....

Coach/Staff in Charge.....Signature.....

Ultimate Primary Sports Outing

Ultimate Primary Sports recognises the importance of trips and outings for children in providing new and enhanced experiences, which embrace the EYFS.

While undertaking trips and outings we recognise the need for safety at all times.

It is the policy of the setting to ensure that:

- Equal opportunities exist for all children i.e. that children with disabilities and cultural requirements etc. are included.
- A first aider will be in attendance that has a current paediatric first aid certificate.
- A written risk assessment will be conducted prior to the outing and all staff will be made aware of this.
- That no child will ever be left unattended.
- That safety is maintained whilst children are walking.
- There is access to a mobile phone by the whole group and by individual group leaders.
- Adult/child ratios are adhered to and will be exceeded according to circumstances.
- Essential records are carried at all times i.e. registration documents, medical forms and emergency contact details.

At all times the following procedures will be carried out:

- A written risk assessment of the school prior to the visit to assess any potential risks both en-route and at the school.
- Full details of the outing will be given to all parents.
- Written parental permission will be obtained.
- Telephone contact details for each child will be provided to each group leader.
- An emergency meeting point will be established and made known to everyone on arrival.

Essential equipment will be taken and should include

- First aid kit.
- Mobile Phone per group leader.
- Copy of risk assessment.
- Any relevant policies to be referred to.
- Medication (if applicable).
- Register.
- Emergency contact details including at least 2 different people must be provided.
These numbers
must be of people who will definitely be contactable on the day.
- Essential records including list of children with known allergies.
- Accident/incident log.

In the event of an accident staff will:

- Administer first aid if it is required whilst ensuring that the remaining children are

supervised and ratios are maintained.

- Call an ambulance if one is required.
- Inform personnel at the school if applicable.
- Inform the manager or supervisor about the accident.
- Contact the parents /carer or emergency contact.
- Ensure that if the parent is unavailable a member of staff will accompany the child in the ambulance should this be necessary.
- Make arrangements for the remainder of the group, depending on the circumstances of the emergency.
- A record of the accident/ incident will be completed.
- In the case of any serious accident /injury Ofsted and RIDDOR will be informed.

In the event of a child being lost:

- The manager or senior staff member on the outing must be informed as soon as it is realised that a child is missing.
- The groups will make their way to the emergency meeting point.
- An immediate roll call and register will be taken of each individual group or the whole group.
- Ensure remaining staff/child ratios and safety is maintained.
- Staff will be deployed with mobile phones to search the immediate area.
- The manager will contact personnel at the venue to alert them that a child is missing and their own procedures need be put into place.
- If the child is not located, parents/carers will be contacted and informed of the situation in a clear, calm, and concise manner.
- The police will be informed.
- If parent/carers cannot be contacted staff will use the second emergency contact number and continue to do so until a parent or carer has been informed of the situation.
- In the case of a missing child Ofsted will be informed.

It is intended that the missing child policy will be referred to and followed.

Ultimate Primary Sports Team has adopted this policy.

Signed on behalf of the setting by:

Chairperson/owner: Rustem Seyho.....

Date: 1/09/2015

Review Date: 10/09/2020

Suspensions and Exclusions Policy

Created September 2011

This policy supports the five Every Child Matters outcomes, especially being enjoying and achieving and staying safe.

UPS Breakfast, After School and Holiday Club is committed to dealing with negative and inappropriate behaviour, using non-confrontational and constructive behaviour management techniques. We will endeavour to involve staff, parents and children attending the club in tackling disruptive and challenging behaviour collectively.

We acknowledge that some children will require additional support in order to achieve acceptable levels of behaviour. Where we identify a child with these needs, we will work closely with the parents/carers to develop a consistent approach to behaviour management and to tackle the causes of disruptive and unacceptable behaviour.

Where a child displays persistent unacceptable or inappropriate behaviour, we will implement the following course of action:

1. Give the child a formal warning; staff will explain why the behaviour is unacceptable along with the consequences of further incidents.
2. Staff will encourage the child to discuss their behaviour, to explain their actions and to identify strategies for avoiding such incidents in the future.
3. Details of formal warnings, suspensions and exclusions will be recorded on an incident log and kept in the child's records.
4. The formal warning will be discussed with the child's parent/carer.
5. All staff will be informed when a child is given a formal warning.

Staff will inform the club Manager/Head Teacher if they believe that a child's behaviour warrants suspension or exclusion.

We will only suspend or exclude a child from the Club as a last resort, when all other behaviour management strategies have failed or if it is felt that children or staff are at risk. If possible we will give parents/carers time to make alternative arrangements for childcare to cover the period of suspension.

Suspensions and exclusions will be fair, consistent and appropriate to the behaviour concerned, taking account of the age and maturity of the child involved. Staff will also consider other relevant information about the child's situation. If appropriate, we will seek advice from other agencies to plan and support a child's return to the Club; this may include accessing funding for additional support.

Immediate suspension

In the event of an extremely serious or dangerous incident we will suspend a child with immediate effect. If this occurs, we will contact the parents/carers and ask that the child be collected immediately. Immediate suspension will only be imposed with the agreement of the Club Manager.

Following an immediate suspension, the Club Manager will arrange a meeting with the child and their parents/carers to discuss the incident and consider whether it is possible for the child to return to the Club, and to agree the conditions of the return.

Temporary Suspensions

Where formal warnings have failed to improve a child's persistent, challenging and unacceptable behaviour, the Club may temporarily suspend the child for a period of up to 15 days. If the Club takes this step, we will discuss our concerns with the parents/carers in order to work together to promote a more desirable pattern of behaviour.

At the end of the suspension period the Club Manager will meet with the parent/carers and the child, in order to agree any conditions relating to the child's return to the Club.

Permanent exclusion

In exceptional circumstances, when all other attempts at behaviour management have failed, it may be necessary to permanently exclude a child from the setting.

If a child is excluded from the Club, the parents/carers will be given a verbal and written explanation of the issues and subsequent actions. The parent/carers has the right to appeal to the Club Manager/Governing Body against the exclusion within 14 days.

This policy was adopted at a meeting of
Held on

Date to be reviewed

Signed on behalf of the management
committee

Name of signatory

Role of signatory (e.g. chair/owner)

Ultimate Primary Sports

September 2015

July 2020

Rustem Seyho

Rustem Seyho

Owner/Manager

St Vincent's School

Uncollected child

Late pickup fee

Policy statement

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

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

Late Pickup Fee

- For every 10 minute a parent is late a £5 fee will be added on.

Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not collected from setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session/day, we follow the following procedures:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.

- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact our local authority children's social services care team:

_____ telephone number

For full day care, this will be the out of hours duty officer:

_____ telephone number

- The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances do staff go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed:

0300 123 1231

_____ telephone number

This policy was adopted at a meeting of	Ultimate Primary Sports	St Vincent's School
Held on	_____	
Date to be reviewed	June 2015	
Signed on behalf of the management committee	July 2020	
Name of signatory	<i>Rustem Seyho</i>	
Role of signatory (e.g. chair/owner)	Rustem Seyho	
	Owner/Manager	

Your Policy Comments

Name Date...../...../..... Signature.....

Event / Club / Policy Commenting on.....

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Name Date...../...../..... Signature.....

Event / Club / Policy Commenting on.....

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Mobile Phone Policy

Ultimate Primary Sports fosters a 'culture of safety' in which the children and staff are protected from abuse, harm, and distress. We therefore have a clear policy on the acceptable use of mobile phones that is understood and adhered to by everyone: staff, children and parents. Abiding by the terms of the club's mobile phone policy ensures that we all:

Protect children from harm and abuse

Prevent staff from being subject to false allegations

Help staff remain focused on the care of children

Work in an open and transparent environment.

Staff use of mobile phones

Personal mobile phones belonging to members of staff are kept away during working hours.

If a member of staff needs to make an urgent personal call they can use the club phone or make a personal call from their mobile in the [kitchen].

If a member of staff has a family emergency or similar and needs to keep their mobile phone to hand, prior permission must be sought from the Manager or Deputy. Under no circumstances may staff use their personal mobile phones to take photographs at the club during working hours.

Children's use of mobile phones

Whilst we understand that some children have mobile phones, we actively discourage them from using their phones within the club. The club does not accept any responsibility for loss or damage to mobile phones brought to the club by the children.

Children must not use their mobile phone to take photographs of any kind whilst at the club. If they want a photograph of a particular activity they can ask a member of staff to take one using the club camera.

Visitors' use of mobile phones

In the interest of safeguarding we ask all parents and visitors not to use their phones or other mobile devices on club premises. Taking of photographs by parents or visitors is strictly prohibited. If a parent would like to have a photograph of their child involved in an activity or at play, they can ask a member of staff to take one using the club camera.

The policy was adopted by: **Ultimate Primary Sports**

Date: **11/9/2016**

To be reviewed: **11/9/2020**

Signed: *Nick*

List of important phone numbers and contacts

Organisation	Number	website
Ultimate Primary sports	07862 737 527	www.ultimateprimarysports.co.uk
St Vincent's School	020 8959 3417	www.stvincentscatholicprimarymillhill.org.uk
Ofsted	0300 123 1231	www.ofsted.gov.uk/early-years-and-childcare
Lado	020 8359 4066	www.barnetscb.org/lado
Emergency services Ambulance/Police	999/112	
Coach Nick	07862 737 527	info@ultimateprimarysports.com