

2024-  
2025



# Policies and Procedures



Greenway  
Greenway Women's Group  
2024-2025

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# Vision & Values Statement

Greenway Women's Group Childcare facility believes that young children should be strong, competent and visible in our community. We believe that children should be emotionally and physically healthy this will be promoted in the services we provide. Children should be eager to learn and be respectful of difference. We aim to promote and encourage children to have the right to learn and develop in a safe, caring and stimulating environment. We aim to support parents and carers of children by development, support and encouragement, regardless of social class, culture, race, disability, sexual orientation and religion to enhance and achieve their full potential as parents and as individuals.

## We believe in

Childhood – In its own right

- Listening to children and those who care for them
- A strong voice for children
- Play, fun and community
- Parenting
- Participation- actively involving children and parents/carers so they develop the service we provide
- Community- working with other local organisations
- Partnership-with children, parents and other professionals to provide a holistic approach
- Inclusion and diversity
- Quality practice and evidence –based innovation- providing positive outcomes for children
- Effective governance-managed by a board of directors
- A professional committed and recognised workforce
- Valuing our staff and volunteers and their commitment



## Code of Conduct

***Every child deserves the best possible start in life and the support that enables them to fulfil their potential (EYFS, 2014:5).***

Greenway Women's Group Sessional Day Care recognises that children need to feel safe and build trust within an environment in order to feel valued. Once this is established it will lead to enhancement of learning and development. Ensuring a positive and effective partnership with parent/carers is essential to this and will be encouraged at all times. Taking a child-centred approach may also mean that we will at times have to work alongside other professionals involved please be aware that we are happy to do this as the child's welfare and development remains paramount to us.

At GWG we are registered via the Belfast Health and Social Care Trust. This means we have a legal responsibility to provide a comfortable, safe and happy environment for all of the children and staff, in which the rights of the child are considered at all times and in line with The Minimum Standards of Childminding and Day Care (2018) and will be inspected on annual basis. **This can mean that if staff have a reasonable concern that a child may be at risk they can take this concern to Gateway without the consent of parents/carers.** We are inspected by Social Services on an annual basis. We are insured via Lockton brokers for both public and employer liability. Insurance certificates and registration certificates are displayed within the childcare rooms and around the centre.

### **We place great value on:**

- The physical and emotional wellbeing of the children: Meeting the individual needs of all children lies at the heart of the Early Years Foundation Stage, the curriculum followed at GWG. We will, in close partnership with Parent/carers, strive to deliver individual learning, development and care to help children get the best possible start in life.
- Providing an open, welcoming environment where everyone's contribution is encouraged and will be respected.
- Promoting positive attitudes to diversity, helping to promote an inclusive ethos in order to encourage the children to understand and value different aspects of their own and other people's lives.
- Encouraging Parent/Carers to support and participate in the day to day activities that we provide for the children and to actively involve parents as often as possible.
- Providing a safe and secure environment, in which children will be stimulated and will thrive, staff will feel supported and valued, and parents will feel that their views and opinions are important and are considered.

### **To ensure the smooth running of the setting due regard should be given to the following procedures:**

- **Health and Safety:** Our policies and procedures are always available and can be found outside the childcare rooms. New parents will receive a copy of key policies and procedures upon enrolment of their child(ren). Compliance with all policies and procedures is essential. Parents/Carers will receive an induction where key policies and procedures are discussed. Any queries or questions can be answered and guidance on where to find information is provided. The policies and procedures are also uploaded to the GWC website.
- **Communication:** Is key to avoiding misunderstandings and potentially volatile situations. We encourage a culture of polite consideration toward others using acceptable verbal and

nonverbal language. At no time will aggressive or offensive language be acceptable from any one whatever the circumstance may be.

- **Discipline:** issues with the children are the responsibility of the staff and as such any concerns about behaviour should be referred to them directly. Children's behaviour should only be discussed within the confines and privacy of a designated area provided by staff. At no time will staff members be permitted to raise their voice whilst disciplining a child.
- **Respect:** We are an inclusive setting and we celebrate diversity. Everyone is valued and respected and we aim to promote positive attitudes to diversity and difference within all people.
- **Confidentiality:** Is paramount and everyone is expected to comply with the settings confidentiality policy. Please respect the confidential nature of information gained or behaviour observed in relation to other children and adults.
- **Conduct:** Always act in the best interests of other people.

For this Code of Conduct to be effective everyone concerned **must** take ownership and assume responsibility of it. To ensure that this happens:

### **The Management will endeavour to**

- Ensure all Staff/Trainees and volunteers abide by the standards of conduct as set out in the policy and procedure booklet
- Provide all parent/carers with a copy of the code of conduct making them aware of its importance and the implications of not abiding by it
- Ensure that it is displayed at the setting and that all volunteers, students and visitors are made aware of it and agree to abide by its terms and conditions
- Ensure that all staff is provided with a copy upon acceptance of employment and that they are made aware of the serious implications of not acting within its boundaries
- Reviewed at least once a year or as and when required with the involvement and inclusion of Board of Directors, management, staff, and parent/carers

### **The staff will endeavour to**

- Abide by the standards of conduct as set out within this statement of intent.
- Respect individual needs and value the cultural practices and beliefs of the children and families that use our service.
- Work with colleagues, management and parent/carers to provide an environment that encourages positive communication and feedback. Your views and opinions are valuable in enabling us to evaluate our service.
- Act as positive role models at all times.


### **Parent/Carers will endeavour to**

- Abide by the standards of conduct as set out in this Statement of Intent.

## Breach of Conduct

Any breach of conduct will be treated promptly and taken very seriously. The management will endeavour to determine the appropriate course of action which may include, but is not limited to, any of the following procedures.

- A first and final warning meeting/letter being issued to inform the relevant person of the outcome of the investigation and that another breach of conduct will not be tolerated
- A restraining order being sought against the relevant person, which will in affect prevent that person from attending the setting even to drop off or pick up children
- The suspension and possible permanent withdrawal of a child's place. This action will only be taken if all other avenues have been explored and the management feel that this is the only possible course of action left open to them
- If the staff are presented with a difficult or volatile situation and they feel that an individual is at immediate risk of harm, then the Police will be contacted, and their assistance requested to help deal with the situation

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

# **Child Protection/Safeguarding Policy & Procedure**

## **STATEMENT OF INTENT**

Greenway Women's Group are committed to creating a safe environment for children which is free from abuse and where any suspicion is dealt with promptly and appropriately. Our safeguarding measures comply with Belfast Health and Social Care Trust Minimum Standards for Day care for Children under 12 (2012) and The Safeguarding Board Northern Ireland (2017).

**The United Nations Convention** on the Rights of the Child The United Kingdom agreed to be bound by the Convention in 1991. It sets out the rights, which all children and young people up to the age of 18 should have.

**The Children (Northern Ireland) Order 1995** The Children (Northern Ireland) Order 1995 is the principle statute governing the care, upbringing and protection of children in Northern Ireland. It applies to all those who work with and care for children, whether parents, paid carers or volunteers. It is the most comprehensive and far-reaching childcare legislation ever introduced to Northern Ireland. It clearly identifies five key principles, which are:

- 1. Paramount**
- 2. Prevention**
- 3. Protection**
- 4. Partnership**
- 5. Parental Responsibility**

## **PROCEDURES**

### **Protection**

Greenway Women's Group follows a policy and procedure about confidentiality and how this should be respected. However, the legal principle that "the welfare of the child is paramount", The Children (NI) Order (1995) means that confidentiality is not allowed to override the right of the child to be protected from harm.

In a situation where there is an allegation or suspicion of abuse, Greenway Women's Group will protect the rights of both the victim and the alleged perpetrator whilst the allegation is investigated. To do this we will ensure that the relevant information is given on a need to know basis and undertaken in consultation with the Belfast Health and Social Care Trust.

As part of their job description staff may have to make a report of suspected child abuse. It therefore follows in such circumstances, where they acted in good faith; they will receive the full support of the Management Board, and will not be legally or financially responsible.

## Designated Officers

- Designated Officer (DO) training will be taken by the Childcare Managers and Centre Manager, a DO will be available at all times, this will be updated every 3 years
- A notice identifying the Designated Officers with a photo and contact details will be placed on the parents/carers notice board, parents/carers will also be informed at registration

**Designated Officer:**     **Jodie Wilson/ Natalie Horrocks Childcare Managers**  
**02890 799912**  
[childcare@greenwaywomenscentre.org](mailto:childcare@greenwaywomenscentre.org)

**Designated Officer:**     **Helen Smyth Training Officer**  
**02890 799912**  
[training@greenwaywomenscentre.org](mailto:training@greenwaywomenscentre.org)

### **Designated Officers should:**

- Be fully up to date in current child protection and safeguarding legislation.
- Consider the child's welfare as paramount.
- Gather information but not investigate.
- Provide, share information and offer advice on next steps.
- Be responsible for overseeing the liaison with Social Services Gateway Team, the Safeguarding Board for Northern Ireland and the registering body Belfast Health and Social Care Trust and offer support to others in these processes.
- Inform appropriate personnel within the organisation of actions taken.
- Ensure that all staff have up-to-date Safeguarding/ Child Protection Training.
- Ensure that child protection confidential files remain confidential and are stored securely in line with the Centre's 'Record Keeping Policy'.
- Keep a record of the Enhanced Disclosure reference number and date of issue for the following: staff, students, volunteers, contractors and regular professionals using the centre.
- Designated Officers may also have to fill out a UNOCINI form or assist staff members.

## **Excluding known abusers (please also refer to Access NI policy)**

### **To do this we will ensure the following procedures are in place:**

- Pre-employment interview
- New staff are employed in line with employment rights (NI) order 1996
- At least two written references are taken up for all adults prior to employment or volunteering
- All appointments will be subject to satisfactory vetting procedures by Access NI enhanced disclosure and Social Services confirmation of vetting
- All appointments of staff will be subject to a probationary period
- Ensuring that professionals/partner organisation with whom the Centre works can assure that their staff have been appropriately vetted.



## Preventing abuse by means of good practice

### To achieve this we will ensure:

- Procedure for reporting concerns will be clear and informative and is visible on the childcare room doors in the form of a flow chart.
- Staff will receive a copy of the Safeguarding policy and procedures during induction.
- Parents will be provided with a copy of the Safeguarding policy in the welcome pack they receive at induction.
- Childcare staff will undertake Safeguarding training and are alert to recognise the signs of abuse, and are committed to implementing the Safeguarding policy and procedure and should sign to say they have read and agree to carry out the procedures within this policy; this will be updated every 3 years.
- We will endeavour to train all other staff within the building in Child Protection.
- Other staff within the building must complete Access NI, social services check and declaration of health document before they are permitted to cover for childcare staff.
- At least 50% of staff will be qualified in childcare, with the intention for all staff to work towards receiving a recognised qualification.
- Childcare staff, trainee placements and volunteers will be given clear instructions on tasks and limits that apply to them as new comers during the induction process.
- Appropriate adult child ratios will be maintained in line with the Minimum Standards of Day Care.
- Childcare staff or volunteers are not to be left alone with individual children.
- The layout of the room will permit constant supervision of the children.
- Appropriate activities to develop children's self esteem with regard to self protection are provided.

### Staff:

All Staff members have a professional duty to respond to any suspicion of abuse, allegations of abuse or disclosure of abuse.

They must ensure:

- The welfare of the child is paramount
- Always be alert and act on signs of abuse immediately
- Do take any disclosure seriously
- Do **NOT** make judgements
- Do **NOT** ask leading questions
- Do **NOT** promise to keep secrets
- Follow the flow chart for reporting concerns
- Record the disclosure factually and accurately

## Responding appropriately to suspicions of abuse

### EXAMPLES OF ABUSE INCLUDING SIGNS AND SYMPTOMS and PROCEDURES FOR RECORDING/REPORTING

#### ➤ **Physical**

Physical signs may involve unexplained bruising/marks in unlikely areas, facial bruising, hand/finger marks, bite marks, burns, lacerations or abrasions. Staff may notice several behavioural signs that could also indicate physical abuse e.g. withdrawn/aggressive towards others/sudden changes or may shy away from physical contact

#### Procedure

- If a child enters the setting any marks/bruising etc should be recorded on accident at home report
- The accident at home report will be discussed with the parent/carer this will include an explanation as to how the injury has occurred and if they sought medical treatment. Parents will be asked to sign and date the form.
- If there are still concerns regarding the injury Gateway should be notified.
- If the designated officer feels that by discussing this with parents/carers will have a negative impact on the child, they would express their concerns to gateway asap.

#### ➤ **Bullying**

**Bullying** is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. **Online bullying** refers to bullying through information and communication technologies. This can be done through the use of mobile phones, social media platforms, or even through gaming devices. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on religion, race, disability, sexual orientation or gender. (SBNI)

Bullying of any form, or for any reason, can have long-term effects on those involved, including bystanders.

#### Procedure

- If staff members witness any form of bullying this should be recorded and reporting to designated child protection officers.
- Designated officer will assess the situation and if appropriate will speak to parent/carers if this puts the child at more risk at home designated officer will contact gateway for advice.

➤ **Emotional**

Where children are persistently or severely emotionally neglected or rejected for example by not given enough love or attention by not being taken seriously or being intimidated by threats or taunts. Signs of emotional abuse include failure to thrive or meet developmental milestones, make seek attention, may tell lies, low self-esteem, speech disorders, be inappropriately affectionate towards others or may not want to join in play

Procedure

-Concerns should be discussed with parent/carer by designated person about any emotional changes to their child's behaviour. Advice will be given and a written report of the conversation will be signed and dated by both parent/carer and designated officer.

-If the designated officer feels that by discussing this with parents/carers will have a negative impact on the child, they would express their concerns to gateway asap.

➤ **Sexual**

Physical signs may include bruising consistent with being held firmly, discomfort in walking/sitting, pain or itching in the genital area, discharge or blood on under clothes, or loss of appetite. Behavioural signs may include drawings or play showing indicators of sexual activity, sexual explicit language, and knowledge of adult sexual behaviour, seductive behaviour towards others, poor self-esteem and a child who is withdrawn.

Procedure:

-The observed instances will be detailed in a confidential report.

-The observed instances will be reported immediately to the designated person/Childcare Manager.

-The matter will be referred straight to Getaway.

➤ **Neglect**

is the persistent failure to meet basic physical and psychological needs, which may result in the serious impairment of the child's medical problems, emaciation or under nourishment. Staff may notice behavioural signs such as a child who always seems hungry, tired, has ill - fitting clothes, poor personal hygiene, e.g soiled, unchanged nappies, etc.

Procedure:

- The concern should be discussed with the parent/carer although if the designated officer feels that by discussing this with parents/carers will have a negative impact on the child, they would express their concerns to gateway asap.
- Such discussions will be recorded and the parent/carer will access to such record. If there appears to be any queries regarding the circumstances Gateway should be contacted for advice.

## **We will respond appropriately to suspicions of abuse by:**


- Using appropriate strategies to support children who may disclose abuse
- Observation
- Maintain confidentiality when necessary
- Recording
- Confidential records to be kept until the child's 21<sup>st</sup> birthday due to the possibility of legal action

Greenway Women's Group (GWG) are committed to supporting staff and volunteers throughout the process of dealing with and reporting abuse of children. We realise this is a difficult and distressing experience for all involved.

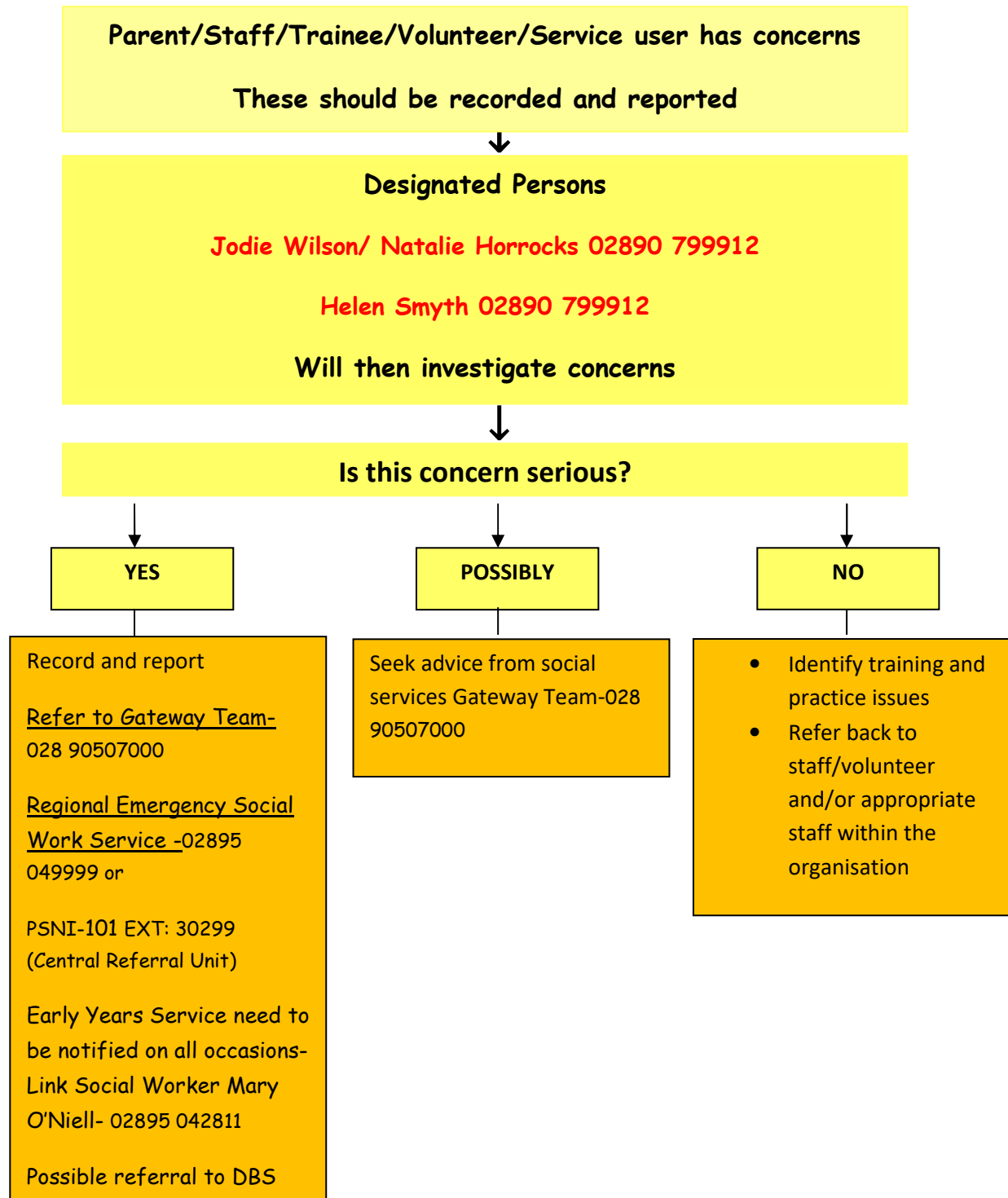
### ➤ **Sharing information**

## **We will do this by**

- Sharing concerns only with those agencies that need to know
- Involving parents appropriately
- Designated Officers will follow appropriate procedure for sharing information
- Childcare staff will only be informed on specific instances on a need to know basis

<b>Reviewed/Updated/ New by:</b>	Jodie Wilson/ Natalie Horrocks	24/04/24
<b>GWG Chairperson signature:</b>		24/04/24
<b>NEXT REVIEW DATE:</b>		24/04/25

# Procedure for Reporting Concerns



Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

# **Allegations against Staff Policy**

## **Introduction**

It is essential that any allegation of abuse made against a member of staff, students on placement or volunteers in our setting are dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The procedures outlined in this policy will be followed alongside the Whistleblowing policy, Complaints procedure and Child Protection policy.

All staff and volunteers should understand what to do if they receive an allegation against another member of staff or they themselves have concerns about the behaviour of another member of staff. It is our policy that all allegations will be reported straight away, to the Manager.

## **Statement of Intent**

This policy will be adopted in respect of allegations that might indicate that a person is unsuitable to continue to work with children in their current position, or in any capacity.

This policy will be used in respect of all cases in which it is alleged that a member of staff (including a volunteer or trainee) has:

- behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with Children. This will include cases of verbal abuse.

### **There may be up to 3 strands in the consideration of an allegation:**

- a police investigation of a possible criminal offence;
- enquiries and assessment by Gateway about whether a child is in need of protection or in need of services;
- consideration by Greenway Women's Group of disciplinary action in respect of the individual.

## **Procedure**

- Parent/ carer/ staff/ child discloses an allegation about staff
- Staff members should go directly to Childcare Managers
- Childcare Managers will remove staff member/s from the childcare room/s
- Childcare Managers will contact parent/carer of the child and explain the alleged allegations and give the parent the option to collect their child and come for a meeting to discuss the allegation and steps that have been taken to protect their child/ren
- Childcare Managers will contact early years and link in with the link social worker - **Mary O'Neill**
- All staff that was present in the alleged allegation will be asked to write a detailed report on their versions of the event, including the date and time
- Childcare Managers will type up a document with all relevant information, that will be shared with the parent/carer when they come in for a meeting
- After speaking to the parent/carer if they are satisfied not to take the allegation further they will be required to sign and date that they are satisfied with the outcome
- Childcare Managers will inform the parents that they have the option to take this further and in this instance we would then contact the police and gateway

- No matter the outcome the early years team will always be informed and kept updated during the process

### **Supporting Those Involved**

Parents/carers of child(ren) involved will be told about the allegation as soon as possible if they do not already know. They will also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution. That includes the outcome of any disciplinary process. NB. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child will be told the outcome.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, Gateway, or the police are involved, the Managers will keep the person who is the subject of the allegations informed of the progress of the case and consider what other support is appropriate for the individual. If the person is suspended, the managers will also keep the individual informed about developments at Greenway Women's Group. If the person is a member of a union or professional association s/he will be advised to contact that body at the outset.

### **Confidentiality**

Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated/considered.

### **Resignations**

The fact that a person tenders his or her resignation, or ceases to provide their services, will not prevent an allegation being followed up in accordance with these procedures. Every effort will be made to reach a conclusion in all cases of allegations bearing in mind the safety or welfare of children including any in which the person concerned refuses to cooperate with the process.

Wherever possible the person will be given a full opportunity to answer the allegation and make representations about it. The process of investigating the allegation and reaching a judgement about whether it can be regarded as substantiated will continue even if the person does not cooperate.

### **Record Keeping**

A clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, will be kept on a person's confidential personnel file, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference if the person has moved on.

It will provide clarification in cases where a future Access NI vetting check reveals information from the police about an allegation that did not result in a criminal conviction. In addition, it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record will be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of the allegation, if that is longer.

## Timescales

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. Every effort will be made to manage cases to avoid any unnecessary delay.

## Suspension

Suspension will be considered in any case where there is cause to suspect a child is at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal. However, a person will not be suspended automatically, or without careful thought.

The power to suspend is vested in the Childcare Managers, Centre Manager and the Board of Governors. However, they will speak to the Link Social Worker and Gateway who may canvass police/social care views about whether the accused member of staff needs to be suspended from contact with children, to inform Greenway Women's Group's consideration of suspension.

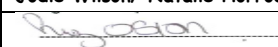
## Action on Conclusion of a Case

If the allegation is substantiated and the person is dismissed or Greenway ceases to use the person's services, or the person resigns or otherwise ceases to provide his/her services, the Managers will determine with the Link Social Worker- Mary O'Neill, **02895 042811** whether a referral to Access NI is required, or advisable. This report will be made within one month of the decision to cease using the services of that person.

In cases where it is decided on the conclusion of the case that a person who has been suspended can return to work Management alongside The Board of Directors (BOD) will consider how best to facilitate that. We appreciate that most people will benefit from some help and support to return to work after a very stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The management and BOD will also consider how the person's contact with the child or children who made the allegation can best be managed if they are still attending Greenway Women's Group.

## Action in Respect of False Allegations

If an allegation is determined to be false, the manager will refer the matter to Gateway Team, **028 90507000** to determine whether the child concerned is in need of services, or may have been abused by someone else. In the rare event that an allegation is shown to have been deliberately invented or malicious, the managers will consider whether any disciplinary action is appropriate against the staff/child who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible if s/he was not a child.

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25



## Whistleblowing Policy & Procedure

Whilst everyone should hold the welfare and safety of every child as their paramount objective, there may be occasions where this may not be happening. It is vital that all team members talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be ironed out as soon as they arise.


### Disclosure of information

Where a member of staff becomes aware of information that they reasonably believe tends to show one or more of the following, they **MUST** use the Greenway's disclosure procedure set out below:

- That a criminal offence has been committed or is being committed or is likely to be committed
- That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g. Minimum Standards of Child-minding and Day Care NI, 2012)
- That a miscarriage of justice that has occurred, is occurring, or is likely to occur
- That the health or safety of any individual has been, is being, or is likely to be, endangered
- That the environment, has been, is being, or is likely to be, damaged
- That information tending to show any of the above, is being, or is likely to be, deliberately concealed

### Disclosure procedure

- Where it is believed that one or more of the above circumstances listed above has occurred, staff should promptly disclose this with their line manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to the Childcare Managers (i.e. because it relates to line manager) the member of staff should speak to the **Centre Manager Lindsay Cooper (02890799912)** If again it is inappropriate to speak to the Centre Manager staff should speak to the **Secretary for the Board of Directors Mae McQuillan or the Chairperson Liz Oslon (02890799912)**.
- Staff will suffer no detriment of any sort for making such a disclosure in accordance with this procedure.
- All disclosures raised will be treated seriously and will be dealt with in a consistent and confidential manner. A record of the disclosure will be made and will be signed by the person who made the disclosure and also the person who dealt with the disclosure. This record will be kept in a folder marked private and confidential within a locked cabinet of the person who dealt with the disclosure in conjunction with GWG Record Keeping and Management policy.
- The person who made the disclosure will be updated on the progress of the investigation.
- Any staff member who is involved in victimising staff that make a disclosure, takes any action to deter staff from disclosing information or makes malicious allegations or disclosures in bad faith will be subject to potential disciplinary action which may result in dismissal.
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal.
- Any line manager who inappropriately deals with a whistleblowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal.
- If you remain dissatisfied with the outcomes of an investigation you can contact the **Early Years Services on 028 95042811, 585-587 Crumlin Road, Belfast BT14 7GB**

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

**Below is an example for recording allegations or suspicions of abuse.**

Name of child.....

Age of child.....

Any specific factors  
.....

Parent/ Carers  
names.....

Address and phone  
number.....  
.....

Is the person making the report expressing their own concerns, or passing on those of  
someone else? If so record details.  
.....  
.....  
.....

What has prompted these concerns? Include dates and times of any specific  
incidents.....  
.....  
.....  
.....

Give details of the following

- Physical signs?.....
- Behavioural signs?.....
- Indirect signs?.....

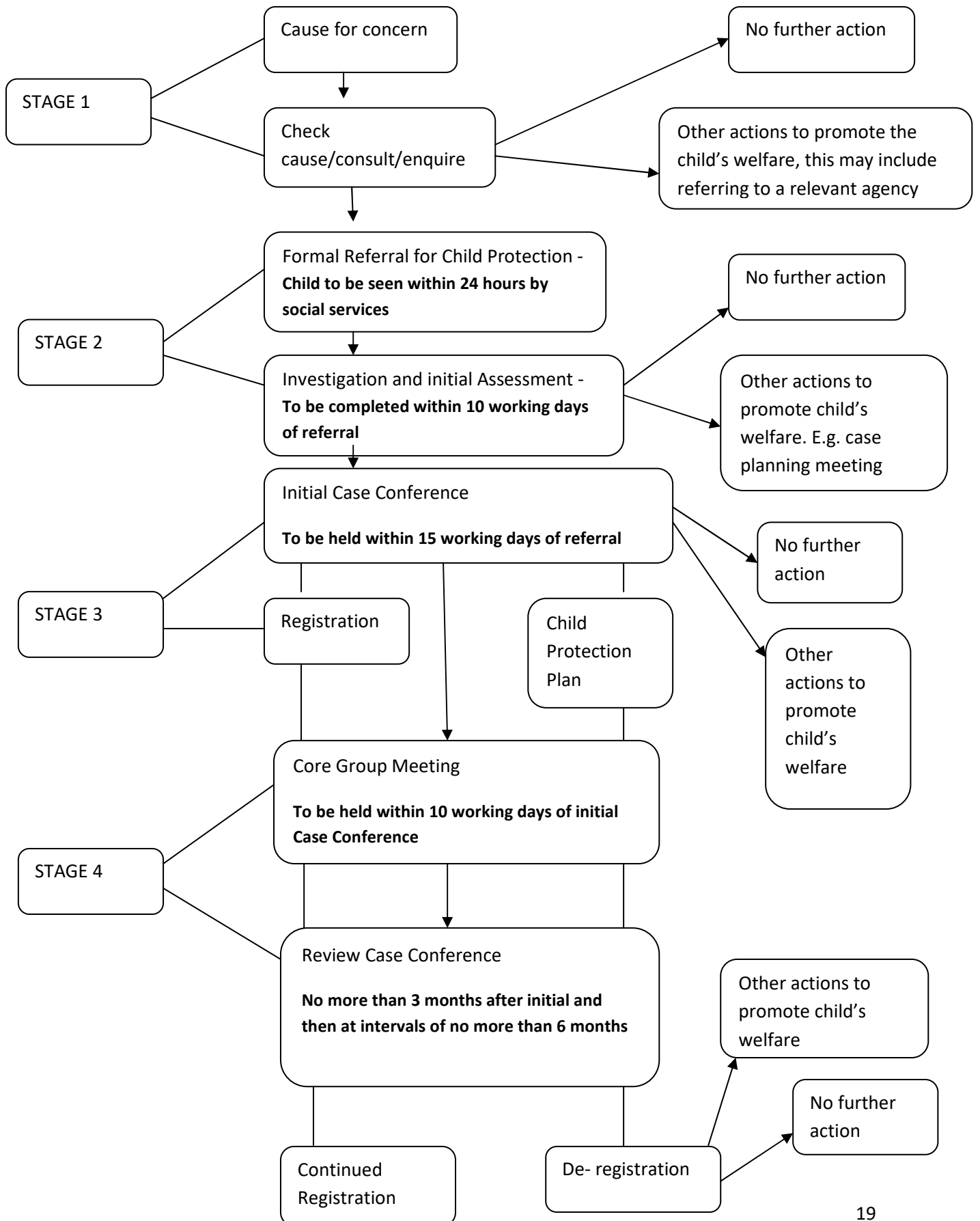
Has the child been spoken to? If so what was  
said?.....  
.....

Have the parents been contacted? If so what was  
said?.....  
.....

Has anybody been alleged to be the abuser? If so record  
details.....  
.....

Signature..... Date.....  
Position.....

## The Child Protection Process



## Vetting Procedure

In line with legal legislation and child protection all individuals working within the centre who come in direct contact with children must be vetted through Access NI **and** complete a social services check.

### Step 1- Access NI through umbrella body Employers for Childcare


- Applicants will be asked to fill out Annex D approval form for umbrella body for checks to be made by organisation
- Applicant will be asked to show identification which meets the group 1 and group 2 identification validation guidelines detailed in the Service Level Agreement
- Applicant will be given Annex B and asked to return with application reference number
- Managers will fill out Annex A, B and C
- Managers will send Approval form, Pin Notification, ID Validation and Manager Declaration to umbrella body
- An invoice will be sent to GWG Finance Officer
- Umbrella body will contact GWG with Access NI number and issue date

### Step 2- Social Services

- Applicants must complete a Social Services Consent for Checks document
- Applicants must complete a Declaration of Health document including signed/stamped page from applicant's doctor/GP
- Applicants will receive a copy of their enhanced disclosure certificate in the post which will state that the position applied for is working within Greenway Women's Group. Applicants will be asked to show Childcare Managers in order to obtain issue date and reference number and to check for any shown convictions which may affect offer of job offer, GWG will not keep a copy of this certificate on file
- Applicants must provide two names to write to for written references to be taken up
- Managers will fill in a Confirmation of Vetting (VET2) form
- Managers will send Declaration of Health, VET2, Access NI Enhanced Disclosure and Consent for checks to Social Services in an envelope marked private and confidential and by using recorded delivery
- Applicants application form, references and declaration of health will be stored in individual staff folder in Managers Office which can only be accessed via key
- Applicants should be informed that the position they have been offered is subject to confirmation of vetting
- Employment can begin on return of Confirmation of Vetting, but must bear in mind that it can take up to 6 weeks, applicants cannot work with children until this is received

### Vetting for Trainees/Volunteers

- Trainees may be vetted through college and disclosure certificate may state training provider's name. However social services check must still be carried out and letter of confirmation received before commencement of training
- Recruitment agency workers may be vetted through their recruitment agency and disclosure certificate may state recruitment agency name. However social services check must still be completed and only on receipt of letter of confirmation may begin work within the centre

Reviewed/ <del>Updated</del> / New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

# POLICY ON THE RECRUITMENT OF EX-OFFENDERS

## Greenway Women's Group

### Policy Statement

1. Greenway Women's Group (and those who operate under the umbrella scheme) complies fully with the Code of Practice, issued by the Department of Justice, in connection with the use of information provided to registered persons, their nominees and other recipients of information by Access NI under Part V of the Police Act 1997, for the purposes of assessing Applicant's suitability for employment purposes, voluntary positions, licensing and other relevant purposes. We undertake to treat all applicants for positions fairly and not to discriminate unfairly or unlawfully against the subject of a Disclosure on the basis of conviction or other information revealed.
2. This policy is made available to all Disclosure applicants at the outset of the recruitment process.
3. Greenway Women's Group are committed to equality of opportunity, see separate Equal Opportunities Policy, to following practices, and to providing a service which is free from unfair and unlawful discrimination\*. We ensure that no applicant or member of staff is subject to less favourable treatment on the grounds of gender, marital status, race colour, nationality, ethnic or national origins, age, sexual orientation, responsibilities for dependants, physical or mental disability political opinion or offending background, or is disadvantaged by any condition which cannot be shown to be relevant to performance.
4. Greenway Women's Group actively promotes equality of opportunity for all with the right mix of talent, skills and potential, and welcomes applications from a wide range of candidates, including those with criminal records. The selection of candidates for interview will be based on those who meet the required standard of skills, qualifications and experience as outlined in the essential and desirable criteria.
5. We will request an Access NI Disclosure only where this is considered proportionate and **relevant** to the particular position. This will be based on a thorough risk assessment of that position and having considered the relevant legislation which determines whether or not a Standard or Enhanced Disclosure is available to the position in question. Where an Access NI Disclosure is deemed necessary for a post or position, all applicants will be made aware at the initial recruitment stage that the position will be subject to a Disclosure and that Greenway Women's Group will request the individual being offered the position to undergo an appropriate Access NI Disclosure check
6. In line with the Rehabilitation of Offenders (Exceptions)(Northern Ireland) Order 1979 (as amended in 2014), [insert your Organisation Name] will only ask about convictions which are defined as "not protected" for the purposes of obtaining a Standard or Enhanced disclosure.
7. We undertake to ensure an open and measured and recorded discussion on the subject of any offences or other matters that might be considered relevant for the position concerned eg the individual is applying for a driving job but has a criminal history of driving offences. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of the conditional offer of employment.
8. Your organisation may consider discussing any matter revealed in a Disclosure Certificate We are only able to discuss what is contained on a Disclosure Certificate and not what may have been sent


under separate cover by the Police. With the subject of that Disclosure before considering withdrawing a conditional offer of employment.

9. We ensure that all those in Greenway Women’s Group who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of Disclosure information. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to employment of ex-offenders (e.g. the Rehabilitation of Offenders (Northern Ireland) Order 1978).

10. We undertake to make every subject of an Access NI Disclosure aware of the existence of the Code of Practice, and to make a copy available on request.

HAVING A CRIMINAL RECORD WILL NOT NECESSARILY DEBAR YOU FROM WORKING WITH GREENWAY WOMEN’S GROUP. THIS WILL DEPEND ON THE NATURE OF THE POSITION, TOGETHER WITH THE CIRCUMSTANCES AND BACKGROUND OF YOUR OFFENCES OR OTHER INFORMATION CONTAINED ON A DISCLOSURE CERTIFICATE OR PROVIDED DIRECTLY TO US BY THE POLICE.

\*We are only able to discuss what is contained on a Disclosure Certificate and not what may have been sent under separate cover by the Police.

<b>Reviewed/Updated/ New by:</b>	Jodie Wilson/ Natalie Horrocks	24/04/24
<b>GWG Chairperson signature:</b>		24/04/24
<b>NEXT REVIEW DATE:</b>		24/04/25

## **Case Conference Policy and Procedure**

### **Greenway can attend Child Protection Case Conferences in two ways:**

1. By being asked by social services to attend in order to share information about the family in question.
2. Or by being invited by the family in an advocacy role, therefore supporting the family.
3. Childcare Managers will attend the case conference.

### **Procedure:**

- Childcare Managers will consider GWC's input into the Initial or Review Case Conference including the contents of the UNOCINI report which is based on information from GWC records.
- Childcare Managers must discuss the contents of this report with the family prior to presentation and/or attendance at the Case Conference.
- The family should be informed that GWC has been asked to contribute to the Case Conference by providing a written UNOCINI report outlining our involvement with the family.
- The report should be factual and outline any concerns with regard to the family circumstances as well as noting positive aspects of the family's engagement with GWC.
- The contents of the UNOCINI report should be discussed with the family prior to the report being submitted to Social Services, this copy should be signed by the family, noting any issues raised by the family regarding the content of the report.
- A copy should be left with the family, a number of copies made to present at the Case Conference and a copy placed on record in the family file.
- Childcare Managers should be prepared to play a full part in the discussion and decision making process at the Case Conference. It is only by taking part in such Conferences that Greenway can contribute to effective care plans for the family to ensure the needs of the child/ren are met in the best way possible, therefore ensuring welfare is paramount. When the Line managers are present they will take the vote, for or against, placing the child on the Child Protection Register. The final decision rests with the panel.

### **Supporting families at Case Conferences – Your role**

Parents are able to bring an advocate with them to the Case Conference to offer support and encouragement and to feel they have someone there who knows them well. They may request that their Family support worker, Childcare Managers, Practice leader or key worker at Greenway attends the conference with them as well as, or instead of others. This can be very helpful for the family, demonstrating our continuing commitment to them in difficult circumstances but underlining that Greenway staff will ensure the needs of the child/ren are paramount and will take part in the discussions with the interest of the child as their first priority.

However, the role of an Advocate/Family Support Worker is very different from that of a voting member of the panel as the representative i.e. the Line Manager.

- When a Worker is attending a Case Conferences on their own, there should be prior discussion with their Line Managers about their input and their willingness to act as a voting member. The Principal Social Worker Chairing the Case Conference can be contacted through Social Services to clarify any points prior to the Case Conference meeting.
- GWC will be represented by relevant staff members and Line Managers, as appropriate. Line Managers should provide effective guidance and support for Workers throughout the process.
- The role of GWC at Case Conferences will be to take a vote/or abstain from voting as the case maybe. The decision of the Panel will determine the final outcome of the Case Conference and resulting care plan for the child/family.

**Core Group for Case Conferences:**

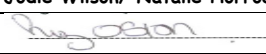
The Core Group is made up of representatives from the Health, Social Care and Education fields. Sure Start is not classed as a member of the Core Group but can be invited to the Conference in that capacity.

**Quorum at Case Conferences:**

In order to proceed with Case Conferences it is essential to have a specific number of different groups/agencies present at the meeting (a quorum). GWC may be counted in the quorum for the meeting to go ahead but is not obliged to attend Case Conferences to make up a quorum.

**Minutes of Case Conference:**

Case Conferences will normally have a record of formal minutes taken of the key discussions at the meeting. Copies of the minutes or summary report of the main findings and decisions of the Panel taken will be circulated to all those who were present, often including family members, within 14 days. GWC staff members must ensure minutes are kept in a secure place to ensure confidentiality and placed within the family file records.

<b>Reviewed/Updated/ New by:</b>	Jodie Wilson/ Natalie Horrocks	24/04/24
<b>GWC Chairperson signature:</b>		24/04/24
<b>NEXT REVIEW DATE:</b>		24/04/25



## **Intimate Care Policy & Procedure**

Greenway Women's Group childcare department are committed to maintaining an environment for children where they are safeguarded against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We also want to promote respect and honest In order to do this we endeavour to maintain an intimate care policy and procedure to ensure staff and volunteers are aware of the importance of intimate care and infection control.

To help children to grow confidently they need a consistent and familiar carer who can offer a nurturing relationship which may involve providing reassurance, encouragement and sometimes a cuddle to help the child settle. Intimate care takes place throughout the day ensuring the basic needs of the child are met and can include nappy changing, toileting, changing clothes, first aid treatment and medical support.

### **Procedures**

#### **Nappy Changing**

- Nappy changing area is separate from play and kitchen area but is in visible sight of other staff members
- Childcare staff will wear disposable gloves, aprons and when changing
- The child should be made comfortable on the changing mat
- Wet or soiled nappy should be removed and child will be cleaned ensuring that all contours of child's legs and bottom are cleaned thoroughly
- Clean nappy should then be secured on the child
- Used nappy and changing materials are put into a nappy bag and put into the sealed nappy bin within the room and to be emptied into the main nappy bin at the end of each day
- Childcare staff should then remove disposable gloves
- Childcare staff should then thoroughly clean changing mat and surrounding area with antibacterial cleaner and disposable paper before next nappy change
- Staff should then wash hands between every nappy change

#### **Toileting**

- Children will be toileted as and when required by a fully vetted member of staff
- All children will be toileted 20 mins after snack and lunch.
- Childcare Staff will open the toilet door to allow the child into the toilet area and will hold door open
- Children will be encouraged to adjust their own clothing after toileting
- Children will be encouraged to clean themselves after using the toilet
- In the event a child has accidental soiling whilst toileting childcare staff will inform another member of the team
- Childcare staff will accompany the child back into the childcare room and change the soiled clothing discreetly, whilst still in sight of other staff members

## Changing Clothing

- All parents are required to sign a consent form contained in their registration pack to give permission for childcare staff to change their child's clothing in the event of accidental soiling
- Clothing will be changed discreetly as possible at the rear of the childcare rooms, whilst still in sight of other childcare staff
- Soiled clothing will be double bagged for parents to launder at home
- Parents should be updated if full spare change of clothes is required

## First Aid (please also see First Aid policy)

- All staff will receive training in Pediatric First Aid and this will be refreshed every 3 years
- Records of any accidents/incidents are kept and parents sign to indicate that they have been told about the accident/incident
- Correct reporting procedures are used if incident/accident causes serious injury
- Parents share advice on how medicines should be administered
- Parents provide consent for medication to be administered and children to be assisted by a staff member in the case of an emergency
- Staff may need to provide comfort to children in the form of cuddles, this is done with other staff members in the room at all times and only if initiated by the child

### Management will ensure:

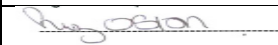
- Staff are vetted through Access NI and Social Services before employment commences
- Staff receive mandatory training in safeguarding which is updated when required
- Staff are trained in First Aid which is updated when required
- A whistleblowing policy and procedure is in place and staff are aware of this
- A behavior management policy is in place and is implemented by staff
- Ensure a risk assessment is carried out
- A parental partnership policy is in place allowing parents to share information for example about administering specialist medication
- Ensure staff understand and are implementing the correct procedures through continuous supervision

### Staff will ensure:

- They follow policies and procedures in relation to Intimate Care
- They promote consistent and caring relationships through key worker system
- They communicate with parents and work in partnership
- They highlight any issues or concerns to their line manager
- They keep their training up to date

### Parents will ensure:

- They read the policies and procedures in relation to intimate care
- Provide information and openly communicate with staff to ensure the children are cared for based on their individual needs
- They speak to the Childcare Manager if they have any issues or concerns
- They provide consent in the child's registration pack to allow staff to assist children with intimate care, First aid and medical emergencies

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## **Lost/ Missing Child Policy**

The aim of this policy is to ensure that best practice and procedures are carried out at Greenway Women's Group Childcare.

### **Missing or Lost Child Procedures**

- In the event of a missing child staff will first make sure that all other children are safe with responsible adults
- Staff will attempt to cover all exits
- Staff will inform the Childcare Managers and Centre Manager
- Systematic searches will take place beginning with the place the child was last seen, with whom and that all exits are covered
- Childcare staff will inform the child's parents
- Childcare staff will inform the police

**If the child is found, an Incident Report Sheet must be completed and the Childcare Managers will speak to staff and children involved in the incident.**

**If the child remains missing or lost the following procedures must then be followed:**

- If the child has still not been located a second search of the premises will be undertaken.
- Staff must continue to search for the missing child until told to stop by the Childcare Managers. It is important that other staff remain calm.
- The Childcare Managers must meet the police and parents or carers as soon as they arrive.
- The police will then lead the investigation and the Childcare Managers will assist as much as possible and follow any actions as directed by the emergency services.
- All adverse incidents should be reported to:

**The Early Years Services, Everton Complex, 585-587 Crumlin Road  
BELFAST, BT14 7GB, Tel: 02895042811**

Who will carry out an investigation if they deem it appropriate

- All staff will be de-briefed on the incident and if any action needs to be taken to change procedures or premises these will be made immediately to prevent further incidents.

### **Lost Child Procedure (Offsite Visits)**

#### **Preventative Procedures**

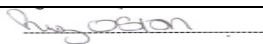
- Regular head counts during offsite visits to avoid the risk of a child getting lost or separated from the group.
- Children will be issued with a sticker which states the name of setting and contact number.
- Legal ratio requirements in line with Minimum Standards of Childminding and Day Care, 2012, are met and make the group size as manageable as possible.
- GWG have hi vis vest tops for children to wear during off site visits with our name and contact number visible on the back

## Procedure for Missing Child on Offsite Visit

- The Childcare Managers communicate the situation to all staff and adults present and organise a thorough search of the area ensuring the remaining children are supervised.
- The Childcare Managers or Leader will inform staff at the venue if appropriate.

### After 5 minutes if the child is not found the following procedures must be followed;

- The Childcare Managers will immediately inform the police and await instructions on how to proceed.
- The Childcare Managers will inform the child's parent or carers to explain the situation and advise them of the action being taken.
- Staff will escort the remaining children back to Greenway Women's Centre.
- A member of staff will remain at the venue and continue searching for the child and assisting the investigation and to meet the police and parents when they arrive.
- The trip leader must complete an Incident Form on their return.
- Staff will be de-briefed on the circumstances surrounding the incident and if any changes are needed to policies or procedures these will be made immediately and reported to the Managers.

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## **ICT and Use of Social Networking Sites**

The internet can be freely accessed within the childcare room via I pads for child care matters **ONLY** (including finding resources, planning, Tapestry etc.) during working hours.

### **Procedure**

In order to protect children, staff and facilities:

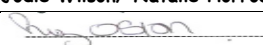
- Staff must not download personal music / films etc.
- Staff must be aware of viruses which could lurk in emails. Whilst using the childcare internet facilities staff must not open any emails from names that aren't recognised in order to protect the childcare computer from potential viruses
- Staff must be aware that all incoming and outgoing emails can be read by the Childcare Managers. This is not intended to infringe on staff privacy, but the internet is a very public way of communicating and like all companies, management reserves the right to ensure that the name of the nursery is not brought into disrepute
- It is vitally important that staff are careful about content that they search out or download
- Every time you view a page on the internet, it is possible to trace your visit back to the childcare computer. This means that it is possible to tell if the childcare computer was being used to look at inappropriate web pages
- Children are to be encouraged to use the internet to access educational learning sites, but must be supervised at all times
- Photos and videos should be stored on I pads for up to 1 month and then transferred to Childcare Managers computer; photos can only be uploaded to Tapestry only and if consent is given photos can be uploaded to social media. Photos will be stored and destroyed in line the GWG's 'Record storage, disposal and removal schedule'
- Ipads should be kept in locked cabinet and keys should be kept in key cabinet in the childcare lunch room
- Ipads can only be accessed using password, staff are not permitted to change this password
- Written consent from parents is required before a profile is created for their child using the Tapestry software- please also refer to Tapestry' policy and 'Data Protection' policy
- If inappropriate use of technology is witnessed by a staff member they should refer to and implement their 'whistleblowing' policy

### **As an employee of Greenway Women's Group you must adhere to the following restrictions when using social networking sites:**

- Staff must NOT mention Greenway, staff, parents or children during discussions on any social networking sites, unless it is to share a status from Greenway's own social media page
- If any staff members have parents as friends then there should be NO discussions of the childcare, staff or their child/children. If parents have any questions/concerns regarding their child, childcare or staff then this should be discussed in a professional manner with management at GWG
- There MUST not be any pictures of the nursery, children or staff (unless permission by individual staff is received)
- If / when your employment at the Greenway Women's Centre commences, then you must continue to follow restrictions such as: Discussing the childcare, staff, parents or children on any social networking sites
- During events parents and carers should be reminded that they must not upload photos containing another child's image to social media without the consent of the person with parental responsibility

- Parents/carers should be reminded that photos which they download from their child’s Tapestry must not be uploaded to their social media account if another child is present in the photo without consent from the person with parental responsibility

**If any staff member does not adhere to this policy then disciplinary action will be taken. This could lead to instant dismissal depending on the restrictions you have breached, otherwise it will be as detailed in the disciplinary policy.**


Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## Photograph Storage Policy & Procedure

Greenway Women’s Group Childcare Service is committed to the protection of children and their families. In line with current legislation the taking, storage and use of photographs of the children attending may only be done with prior written consent from the child’s parent or guardian. Storage of photographs taken will be kept using the following procedure:

- No photographs will be taken of the children using any individual’s personal camera or camera phone.
- IpadS will be used for Childcare Rooms ONLY
- Staff should give IPADs to Childcare Managers at the end of every month for photos to be downloaded to Childcare Manager’s computer and deleted of IPAD
- Staff should ensure that IPADS are stored in locked cabinet at end of every day - childcare rooms where locked cabinet is stored can only be accessed via security code
- Photographs can be downloaded onto the Childcare Manager’s computer by the Childcare Managers only
- Photographs will be stored on the Childcare Manager’s computer in line with GWG ‘Data Protection, GDPR and Record Keeping Policy’
- Childcare Manager’s computer is password protected.
- No other individual may access the Childcare Manager’s computer
- Photographs may only be used for purposes such as photograph albums or displays inside the childcare rooms written consent must be gained for anything else
- Photographs may not be displayed outside of the childcare rooms unless written consent is gained
- Trips or outings where other organisations may wish to take photographs of the children may only be taken with prior written consent from the child’s parent or guardian.
- Photographs which are chosen for use for the company website may only be used with prior written agreement from the child’s parent or guardian.
- In the case that photographs are used for the company website the Childcare Manager will liaise directly with the website designer and written consent should be gained
- Photographs which are chosen for use in any promotional material (i.e. annual reports, leaflets etc.) may only be used with prior written consent from the child’s parent or guardian
- Copies of photographs other than what is mentioned above should not be made under any circumstances unless the parent/carer with parental responsibility has requested a copy

All staff, trainees and volunteers will be made aware of this policy. Failure to comply with this may be considered as gross misconduct.


<b>Reviewed/Updated/ New by:</b>	Jodie Wilson/ Natalie Horrocks	24/04/24
<b>GWG Chairperson signature:</b>		24/04/24
<b>NEXT REVIEW DATE:</b>		24/04/25

## Mobile Phone Usage Policy & Procedure

Greenway Women’s Group childcare facility is committed to best practice and understands the importance of child protection and its principles. Greenway childcare will ensure that their childcare facility is safe, secure and welcoming for all children and their families.

### Procedure

- For child protection purposes mobile phones are not permitted to be used inside the childcare rooms at any time- this includes texts, emails and photographs
- Staff must ensure that there is no inappropriate or illegal content on device
- Staff must place mobile phone into their locker at the beginning of the session which should only be accessed during their own lunch break or in the event of an emergency
- If staff have a personal emergency they have to ensure they have consent to use their mobile phone OUTSIDE of childcare room or they can use the centre telephones
- Mobile phones should remain on silent in order to remain unobtrusive
- Staff should ensure that their personal contact details are up to date and that relatives etc. have the centre phone number in case they need to contact with an emergency - 02890799912.
- Under no circumstances does the nursery allow a member of staff to contact a parent/carer using their personal device
- It is the responsibility of all members of staff to be vigilant and to report any concerns to the nursery manager. (See whistleblowing policy)
- Staff, trainees or volunteers are not permitted to take their mobile phone with them when toileting children
- Any breach of this policy will be considered gross misconduct and in breach of child protection legislation
- On trips or outings a centre mobile phone will be used which contains no camera

Reviewed/ <del>Updated</del> / New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25



# **Data Protection and Record Keeping policy and procedure**

## **Purpose of policy**

To ensure that where information is stored or processed steps are taken to ensure this information is stored or processed in accordance with Data Protection Act 1998 and the General Data Protection Regulation, 2018. Greenway Women's Group is committed to keeping personal information about children, parents and carers and staff as secure as possible.

Greenway Women's Group is registered with the Information Commissioners Office:

**ICO Northern Ireland** [ni@ico.gsi.org.uk](mailto:ni@ico.gsi.org.uk)

Telephone: 028 9027 8757

This policy has been developed in line with guidance provided by The Department of Health, Social Services and Public Safety (DHSSPS) guidance document Good Management, Good Records (2011). The guidance states that records enable an organisation to:

- conduct business in an orderly, efficient and accountable manner
- deliver care and services in a consistent and equitable manner
- support and document policy formation and managerial decision-making
- provide consistency, continuity and productivity in management and administration
- facilitate the effective performance of activities throughout Greenway
- provide continuity in the provision of services, care, or treatment
- provide continuity in the event of a disaster
- meet legislative and regulatory requirements including archival, audit and oversight activities
- protect the interests of Greenway Women's Group, Public Safety and the rights of employees, service users and funders
- support and document current and future research, and document activities, developments and achievements, as well as historical research
- establish and provide evidence of business, personal and cultural identity
- maintain the corporate, personal or collective memory

This information and further information can be found at <https://www.health-ni.gov.uk/articles/gmgr-records-management#toc-2>

## **Data may be stored in 2 forms:**

- Paper copies
- On computer/ IPAD / Flashdrive

### **Management duties include ensuring:**

- There is a system in place to control all records stored on all media, throughout their lifecycle- please see record storage, disposal or removal schedule
- Organisation of records so that records are grouped together- a file plan should be created for this
- The retention and disposal actions including destruction or transfer to PRONI within the appropriate timescales are in effect including procedures for documenting those actions
- Organisational risk assessments take place in terms of record management
- A lead person responsible for Data Protection/Record Management is nominated
- All staff must read and sign that they have read this policy and understand the procedures they should follow during induction or as and when the policy is updated
- All staff are appropriately trained so that they can carry out their designated duties and responsibilities
- A schedule is provided for the safe destruction/ removal of records
- Service users will be made aware of this policy and understand that they have a right to access any of their personal information maintained at GWG
- GWG is registered with the Information Commissioner and will follow any guidance in relation to the storage/ sharing or loss of information
- Respond to any requests from staff or service users for access to records
- Ensure Data Protection is upheld at all times

### **Staff will ensure they:**

- maintain their records in accordance with their GWG's Records Management Policy which they are required to read and confirm understanding via signature
- only destroy records in accordance with the organisation's Disposal Schedule and procedures
- are responsible for any records that they create or use in the course of their duties
- that they safely transport any documents which contain sensitive personal data - for example, best practice would be to stay onsite to complete any work on planning/observations as once they leave the building with the sensitive data they could possibly lose the data, this would be a breach of GDPR and would have to be reported to ICO and could result in disciplinary measures

### **It is essential that all service users are informed how their data will be used. To do this they should be informed of:**

- who you are
- how you'll use their personal information
- that they have the right to see the information and correct it, if it's wrong
- Also if the information will be used in other ways, such as being passed to other organisations- if so services users should be given the option to 'opt in' or 'opt out'

## **Responding to Data Access requests**

**Management should respond to data requests in the following ways:**

### **STAFF**

Your staff have the right to ask for a copy of the [information you hold about them](#). This includes information about grievance and disciplinary issues.

- You must respond to their request within 40 days.
- You may be able to withhold some information when responding to a request if the information concerns someone else - you need to protect someone who's accused them of harassment, for example.
- Staff may follow the complaints procedure if they think their information is being misused.

### **SERVICE USERS**

Under data protection law, anyone can ask for information about them - you must respond to their request within 40 days.

Service Users will not be charged a fee for a copy of their information however Greenway Women's Group have the right to charge a fee if the request is unfounded or excessive e.g. Someone asking for information on 7 of their children whom attended 8 + years ago- as this would take a lot of time to gather and process.

Service Users have the right to know:

- what information is being used
- why it's being used
- where it came from
- who can see the information
- what any codes mean- so they understand information

They must send them a hard copy - like a print out or photocopy. If request is received by email, you can send the information by email if the requester agrees.

### **Exemptions**

You might not need to give all the personal information you have about someone if requested. For example, it may contain legal advice or relates to another person.

### **Direct marketing**

- You must check if customers want to be contacted by fax, phone, post or email, and give them the chance to object.
- You must also ask for their permission if you want to share their information with another organisation.

## **Letting service users opt out**

- Service Users have the right to stop their information being used for direct marketing.
- You must make it easy to opt out - for example by sending a 'STOP' text to a short number, or using an 'unsubscribe' link.

## **Direct mail**

Check that your mailing lists don't include anyone who's asked not to receive direct mailing

## **Email marketing and text messages**

- Ensure you are only sending marketing emails to individual service users if they've given you permission.
- Emails or text messages must clearly indicate:
  - who you are
  - that you're promoting something
  - what the promotions are, and any conditions


## **Data Breach**

If any personal and confidential data is lost by anyone within the organisation it should be reported to the Information Commissioner within 72 hours of becoming aware.

If the breach is high risk which may affect individuals' rights and freedoms, the individual must be informed immediately.

### **Staff should:**

- report to management immediately if they become aware of any form of breach
- should be aware that this breach will then have to be reported to the ICO
- An investigation will take place which may result in disciplinary procedures
- Keep a record of the breach

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

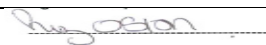
## Record Storage, Disposal or Removal

### Methods of destroying or removing records

- Private and confidential records should be shredded using a company who provides cross shredding.
- A certificate on destruction should be received.
- If shredding of any documents which contain personal and confidential information takes place on premises a record should be kept of item being shredded. Shredding should be witnessed by 2 staff members who should then sign and date the shredding register.
- All backups and online copies must also be permanently deleted.

### Record storage safety measures include:

- Designated keyholders
- Childcare Offices only accessible via key
- Managers Office only accessible via key
- Reception area will have on duty receptionist and can only be accessed via code known only by staff members
- All computers password protected
- Personal information sent via email should include encryption
- All computers have up to date security software
- A Designated person in charge of ICT
- Filing cabinets and storage cupboards which locks
- Childcare Rooms only accessible via code known only by childcare staff and senior management
- Tapestry online journal should ensure only keyworkers can access their key children using a specific password and pin, parents will be provided with a specific password and pin known only by Childcare Manager and are advised to change this when they first access
- Data Protection and Information Sharing training has been provided
- A disposal record is kept and method of disposal recorded
- A removal record is kept and method of removal/storage recorded

Reviewed/ <del>Updated</del> / New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## Record Storage, Disposal or Removal Schedule

<b>Record</b>	<b>Method of Storage</b>	<b>Timescale</b>	<b>Final Action</b>
Daily registers of attendance	Stored in folder in locked cabinet in childcare room. Also on Childcare Manager's computer, archived when child leaves.	8 years from the date of the last entry.	Destroy
Register of visit to Surestart	Same as above	8 years from the date of the last entry.	Destroy
Children's enrolment register	Locked cabinet in Childcare Manager's Office, archived after child leaves	8 years from the date of the last entry.	Destroy
Parental contracts	Locked cabinet in Childcare Manager's Office, archived after child leaves	8 years from the date of the last entry.	Destroy
Additional consent forms	Locked cabinet in Childcare Manager's Office, archived after child leaves	8 Years from date of last entry	Destroy
Visitors book- reception	Kept in folder in reception for 1 mth and then removed to Manager's Office which can only be accessed via keyholder	8 Years from date of last entry	Determined on review
Accidents/incidents	Stored in file in Childcare Rooms which are placed into locked,	8 Years from date of last entry	Destroy
Daily room checks including bathroom	Stored in file in Childcare Rooms which are placed into locked, archived annually	8 years from the date of the last entry.	Destroy
Lunch menu	Stored in file in Manager's Office, archived annually	8 years from the date of the last entry.	Destroy
Staff rota	Stored in file in Manager's Office, archived annually	8 years from the date of the last entry.	Destroy
Nappy changes	Stored in file in Manager's Office, archived annually	8 years from the date of the last entry.	Destroy
Complaints register	Stored in file in Manager's Office in locked cabinet, archived annually	8 years from the date of the last entry.	Destroy

Individual education plans	Stored in file on Manager's computer which is password protected, also in child's observation folder stored in a locked cabinet, archived when child leaves	8 years from the date of the last entry.	Destroy
Wellcomm Assessment	Stored in child's observation folder stored in a locked cabinet, archived when child leaves	8 years from the date of the last entry.	Destroy
Lunch payment sheets	Stored in file in Manager's Office in locked cabinet, archived annually	8 years from the date of the last entry.	Destroy
Confidential conversations relating to individual cases (for child protection see below)	Stored in file in Manager's Office in locked cabinet	8 years from the date of the last entry.	Destroy
Child Protection documents	Stored in file in Manager's Office in locked cabinet	75 years after closure or 15 years after death of child if child dies before attaining the age of 18.	When the retention period has expired, PRONI to determine on review.
Medication consent + administration	Stored in child's observation folder stored in a locked cabinet, archived when child leaves Daily medication administration sheets to be stored in file in childcare room then removed annually to be archived	8 years from the date of the last entry.	Destroy
Family Support Hub referrals + family support documents	Stored on referrer's computer which is password protected and on hardcopy in locked filing cabinet	23 years	Destroy
Tapestry Online Learning Journal	Password details stored on Manager's computer-password protected	Downloaded when child is due to leave and given to parent	Deleted
Minutes of Practice Leader and Staff Team meetings	Stored in file in Manager's Office in locked cabinet, archived annually	8 years from the date of the last entry.	Destroy

Staff Bank Details	Stored in a locked cabinet in Finance Office/ on Finance computer which is password protected	6 years after employment has ended	Destroy
Staff National Insurance Number	Stored in a locked cabinet in Finance Office/ on Finance computer which is password protected. Also on timesheets stored on Manager's computer- password protected and in staff folder in Centre Manager's Office only accessible by key	6 years after employment has ended	Destroy
Staff employment folders	Stored in folder in Centre Manager's Office only accessible by key	8 years from the date of the last entry.	Destroy
- Contract of employment	Stored in folder in Centre Manager's Office only accessible by key	8 years from the date of the last entry	Destroy
- Staff Birth Certificate	Stored folder in Centre Manager's Office only accessible by key	8 years from the date of the last entry.	Destroy
- Staff Training	Stored folder in Centre Manager's Office only accessible by key and on Childcare Manager's computer- password protected	8 years from the date of the last entry.	Destroy
- Annual Leave	Stored folder in Centre Manager's Office only accessible by key and on Childcare Manager's computer- password protected	8 years from the date of the last entry	Destroy
- Staff Timesheets	Stored folder in Centre Manager's Office only accessible by key and on Childcare Manager's computer- password protected	8 years from the date of the last entry.	Destroy



Access NI	Stored folder in Centre Manager's Office only accessible by key and on Childcare Manager's computer-password protected	Until final decision about the applicants suitability is determined. This should not exceed 6 months. Access NI will approve the retention of the disclosures for a longer period in exceptional circumstances and where there is a requirement to retain so that the RQIA can have access to fulfil its statutory duties.	Destroy immediately
A record should be kept on the personnel file of: <ul style="list-style-type: none"> <li>• The date of the disclosure</li> <li>• The name of the subject of the disclosure</li> <li>• The type of the disclosure namely, whether it is the Basic, Standard or Enhanced type</li> <li>• The position which the disclosure was applied for</li> <li>• The unique number that was issued by Access NI for that Disclosure; and</li> <li>• The recruitment decision taken</li> </ul>		Age 100 The records should be signed and dated by a person of sufficient authority and seniority who could represent the organisation in court	Destroy
- Verification of identification to meet service level agreement with Employers for childcare to carry out Access NI	Stored folder in Centre Manager's Office only accessible by key and on Childcare Manager's computer-password protected	8 years from the date of the last entry.	Destroy
- Confirmation of Vetting	Stored folder in Centre Manager's Office only accessible by key and on Childcare Manager's computer-password protected	8 years from the date of the last entry.	Destroy
- Health Declaration	Stored folder in Centre Manager's Office only accessible by key	Until age 100	Destroy
- Staff Application Form	Stored folder in Centre Manager's Office only accessible by key	8 years from the date of the last entry.	Destroy
- Qualifications and Staff references	Stored folder in Centre Manager's Office only accessible by key	8 years from the date of the last entry.	Destroy
- Letter of Offer + Acceptance letter	Stored folder in Centre Manager's Office only accessible by key	8 years from the date of the last entry.	Destroy

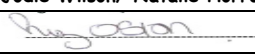
- Next of Kin details	Stored folder in Centre Manager's Office only accessible by key	8 years from the date of the last entry.	Destroy
- Staff Travel	Stored in locked filing cabinet in Finance Office- only accessible by key	6 years following the end of the financial year to which they relate	Destroy
- Confirmation of policies	Stored folder in Centre Manager's Office on accessible by key	8 years from the date of the last entry.	Destroy
Resignation/termination/retirement letters	Stored folder in Centre Manager's Office on accessible by key	8 years from the date of the last entry.	Destroy
Return to Work Interviews	Stored folder in Centre Manager's Office on accessible by key	8 years from the date of the last entry.	Destroy
Supervisions/ appraisals	Stored folder in Centre Manager's Office on accessible by key In staff's personal folders stored in locked cupboard in room	8 years from the date of the last entry.	Destroy
Certificate of registration	Displayed on notice board outside of Toddler Room- NOT TO BE COPIED	8 years from the date of the last entry	Destroy
Insurance documents	Stored in Finance Office filing cabinet which can only be accessed by key Main certificate photocopied and displayed within childcare rooms and in drop in area	41 years from the date of the last entry as a requirement of Sponsored Day Care contract	Destroy
Evaluation/Feedback and research questionnaires	Stored folder in Childcare Manager's Office on accessible by key	8 years from the date of the last entry	Destroy
Risk assessments	Stored in folder in locked cupboard within childcare rooms and also in H+S folder in Finance Office- only accessible by key	8 years from the date of the last entry	Destroy
Inspection documents	Stored folder in Childcare Manager's Office	8 years from the date of the last entry.	Destroy

	filing cabinet-only accessible by key		
Student placement folders	Stored folder in Childcare Manager's Office filing cabinet-only accessible by key	8 years from the date of the last entry.	Destroy
Receipts	Stored in Finance Office filing cabinet which can only be accessed by key	6 years following the end of the financial year to which they relate	Destroy
Invoices	Stored in Finance Office filing cabinet which can only be accessed by key	6 years following the end of the financial year to which they relate	Destroy
Purchasing orders	Stored in Finance Office filing cabinet which can only be accessed by key	6 years following the end of the financial year to which they relate	Destroy
Delivery Notes	Stored in Finance Office filing cabinet which can only be accessed by key	2 years following the end of the financial year to which they relate	Destroy
Funding applications	Stored in Finance Office filing cabinet which can only be accessed by key Also on Childcare Manager, Training Officer, Finance Officer or Centre Manager's Office computer- whichever the application relates to	6 years following the end of the financial year to which they relate	Destroy
Funding monitoring	On Childcare Manager, Training Officer, Finance Officer or Centre Manager's Office computer- whichever the application relates to	6 years following the end of the financial year to which they relate <b>Any records pertaining to European Union(EU) funding must, by EC Regulation, be retained for at least seven years after EU Programme spend has been completed</b>	Destroy
Contracts with funders	On Childcare Manager, Training Officer, Finance Officer or Centre Manager's Office	6 years following the end of the financial year to which they relate	Destroy

	computer- whichever the application relates to		
Parental participation onsite courses	On Childcare Manager + Training Officer computer-and hardcopy within locked filing cabinet	8 years from the date of the last entry.	Destroy
Observations	In child's folder in locked cabinet in Childcare Rooms- then removed to be archived when child leaves	8 years from the date of the last entry. (Unless it relates to child protection issue)	Destroy
Settling in documents and transition document	In child's folder in locked cabinet in Childcare Rooms- then moved to be archived when child leaves	8 years from the date of the last entry.	Destroy
Waiting list	In locked cabinet in Childcare Room	Updated every July/August- names on waiting list should be contacted and asked if they would like to remain on list if they have not been successful in securing a place	Destroy
Fire Drill book	In Childcare Manager's Office- only accessible by key	8 years from the date of the last entry.	Destroy
Annual Report	In Childcare Manager's Office- only accessible by key	3 Years	Destroy
Room diary	In locked cabinet of room it relates too	1 year after the end of the calendar year to which they refer.	Destroy
Photographs	On Ipad kept in locked cabinet within Toddler Room- Ipad is given to Childcare Manager every month to be downloaded onto computer- only accessible by password Some photos displayed in room/ outside boards/annual report/ newsletter/ publications/child's photo album- only with consent from person with parental	1 Year after child has left	Destroy/ Delete

	responsibility. Photos on camera are downloaded after they are taken to Childcare computer/ Manager's computer or Training computer- only accessible by password and then photos are wiped of camera. Photos can be backed up onto flashdrive kept in locked cabinet in Office		
Training materials - manuals, videos, photographs	On Childcare Manager, Training Officer, Finance Officer or Centre Manager's Office computer- whichever it relates to	Retained for as long as required for training purposes	Destroy
Training evaluations	On Childcare Manager, Training Officer, Finance Officer or Centre Manager's Office computer- whichever department it relates to	2 years	Destroy
Training plans	On Childcare Manager, Training Officer, Finance Officer or Centre Manager's Office computer- whichever the application relates to	2 years	Destroy
Cleaning Records	In Childcare rooms- then removed to Childcare Manager's office to be archived	2 years	Destroy
Interview documentation	In a locked cabinet in Centre Manager/ Childcare Manger's Office	1 year	Destroy
Job Advertisements	In a locked cabinet in Centre Manager/ Childcare	1 year	Destroy

	Manager's Office		
Job Applications- successful (following termination of employment)	In a locked cabinet in Centre Manager/ Childcare Manager's Office	3 years	Destroy
Documents	In a locked cabinet in Centre Manager/ Childcare Manager's Office	1 year	Destroy
Interview Documentation	In a locked cabinet in Centre Manager/ Childcare Manager's Office	3 Years	Destroy
Note confirming that an Access NI check was carried out and offer of appointment withdrawn	In a locked cabinet in Centre Manager/ Childcare Manager's Office	3 Years	Destroy
Job descriptions (following termination of employment)	In a locked cabinet in Centre Manager/ Childcare Manager's Office	3 Years	Destroy
Equality Monitoring returns	In a locked cabinet in Centre Manager/ Childcare Manager's Office	3 Years	Destroy
Welcome Pack	In a folder in Childcare Manager's Office- only accessible by key	8 years from the date of last entry	Destroy

<b>Reviewed/Updated/ New by:</b>	Jodie Wilson/ Natalie Horrocks	24/04/24
<b>GWG Chairperson signature:</b>		24/04/24
<b>NEXT REVIEW DATE:</b>		24/04/25

## Confidentiality Policy & Procedure


Greenway Women’s Group childcare department respects the right for all information, records and observations to be treated with respect and with due attention to confidentiality and privacy.

However, the legal principle states that “The welfare of the child is paramount“(Children’s Order NI) means that confidentiality comes second to the right of the child to be protected from harm (See child protection policy).

### **Procedure**

#### **We will ensure that:-**

- All registration packs and childcare daily register will be kept by the Childcare Managers in a secure place for one year and then destroyed. The accident and incident book should be retained indefinitely
- Parents/Carers may have access to the records of their own children but may not have access to any information about any other child
- Any confidential information given by parents/carers to the Childcare Managers or Practice Leaders will not be passed on to other adults without permission
- Any anxieties/evidence relating to a child’s personal safety will be kept in a confidential file and will not be shared within the staff team except with the Childcare Managers, Centre Manager and the Chair of the Board of Directors
- Information may be shared with Social Services in accordance with their guidance and regulation. Parental consent to be obtained beforehand, However if staff have a reasonable concern that a child may be at risk they can take this concern to Gateway without the consent of parents/carers
- All issues pertaining to the employment of staff whether paid or voluntary, will remain confidential to those persons who are directly involved with personnel decisions. Records should be maintained for 7 years
- All staff, parents/carers, volunteers, trainees and board members will be made aware of this confidentiality policy. The policy implementation will be reviewed regularly at staff meetings and committee meetings
- Mobile phones will be kept in a locked cupboard and on silent mode. Under no circumstances will personal calls/texts be made inside the childcare rooms
- Mobile phones will not be used to take photographs of any child attending the childcare facility
- Under no circumstances will staff, volunteers, trainees and board members discuss or put any information on the internet of any child attending the childcare facility
- Formal conversations (about an occurrence or disclosure from parents or practitioners) should be recorded on a confidential recording form and stored in a folder marked ‘private and confidential’. This folder should be placed in a locked cabinet
- E-mails sent containing personal data will be encrypted or password protected
- All of the above points are subject to the overall commitment of the childcare facility which is to the safety and wellbeing of the children who attend it. Any breach of confidentiality by any individual will be considered to be a breach of contractual terms and conditions by the organisation.

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

# **Equal Opportunities Policy & Procedure**

## **Principles**

The UN Convention on the Rights of a child (1991) states:

“It is the States obligation to protect children from any form of discrimination and to take positive action to promote their rights.”

## **Statement of intent**

Greenway Women’s Group Sessional Daycare is committed to promoting equality of opportunity by providing activities which are open to all children and their families. We aim to ensure that all individuals who wish to work in our childcare department as staff or volunteers have an equal opportunity to do so.

We promote equal opportunities through a wide range of policies and procedures which are reflected in the practice of our childcare facility. The following policies and procedures should be referred to:

- Admissions
- Recruitment and selection
- Partnership with parents/carers
- Additional Needs
- Food + Drink/ Dietary needs
- Inclusion
- Children with English as an Additional Language

## **Procedures**

We provide equal opportunities by ensuring that:-

### **-Communication**

The childcare staff will endeavour to meet with parents/carers of children at times and venues that are suitable for all to enable equal access to information and involvement in the childcare facility.

### **-Language and information**

- Basic information, written and spoken, will be clearly communicated using as many mediums and languages as is necessary and possible.

-The community will be informed of the location and opening times of the childcare service through leaflets, posters, local media and also online via the organisation website and social media platforms.

- Efforts will be made to accommodate individuals who use sign language as a means of communication.

-Translating services will be used if required



### **-Access**

Everyone in the community regardless of religious affiliation, political background, race, culture, linguistic needs, disability, sexual orientation or age has access to childcare.

### **-The Curriculum**

All children are to be respected and their individuality and potential recognised, valued and nurtured.

Activities and the use of equipment should offer children opportunities to develop in an environment free from prejudice and discrimination.

Through the proactive use of planning and curriculum development, opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

### **-Resources**

All resources and materials are to positively and accurately reflect cultural and racial diversity. These materials should help children to develop their self-respect and respect for other people by avoiding stereotypes. Boys and girls are to have equal opportunity, and be actively encouraged to use all activities.

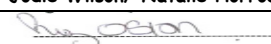
### **Discriminatory Behaviour/Remarks**

Any discrimination (language, behaviour or remarks) by children, parents or staff/trainees/volunteers is unacceptable in the childcare facility.

Discrimination will be positively challenged by supporting the victim and helping those responsible to understand and overcome their prejudices.

### **-Special Occasions**

We aim to show respect for and awareness of all major events in the lives of the children and families in Sessional Day Care and wider community we aim to acknowledge special occasions celebrated by both families in our local community and in wider society through stories, activities, special food and clothing which reflect the diversity of life.

<b>Reviewed/Updated/ New by:</b>	Jodie Wilson/ Natalie Horrocks	24/04/24
<b>GWG Chairperson signature:</b>		24/04/24
<b>NEXT REVIEW DATE:</b>		24/04/25

## Additional Needs

**Our Commitment** It is the policy of GWG to protect and foster the dignity of children with additional needs by ensuring that staff treats each child as an individual, valuing their unique attributes and qualities. The childcare department has a commitment to the inclusion of children with additional needs.

**Before a child starts a meeting should be held with parents to discuss the following:**

- How the child and parent can be helped
- If the nursery staff require further training- e.g. anaphylaxis or button feeding training
- What advice and practical help we can get from outside agencies
- What adaptations need to be made
- How we can support and help the parent
- What type of plan needs to be devised- behavioural or educational, with outside agency's help, tailored to each individual child
- Classes that may be taking place to benefit the child
- If any additional funding may be required to support the child

### **Facilitating Inclusion**

- Staff will work together with families and agencies to actively support the inclusion of a child with an additional need.
- Children with additional needs will be integrated into the daily activities and routines of the centre.
- The centre will provide an environment that is safe and understanding, all children will be encouraged to develop positive self-esteem and self-image.
- Communication strategies will be developed in consultation with families. These may include first/then boards, basic Makaton, visual communication cards and visual routines.
- Where possible, the physical environment will be adapted to better meet the needs of the individual child.

**Reviewing Needs** The Managers and the family will meet every 6 months to ensure that the additional needs of the child are being met and that the child's safety and well-being are being catered for.

**Developing Needs** Existing children who develop an additional need: in some cases children may be diagnosed with an additional need whilst enrolled. Staff and families must work together to support the child, arrange for assessment and make any necessary changes to ensure the additional needs of the child are being met and that the child's safety and well-being are being catered for.

All relevant documentation used to support the development of an Individual Education or Behaviour Plan will be completed in conjunction with parents, Doctors Certificate and/or action plan provided by the child's Doctor or health professional, these will only be kept on record with parental consent and will be given back to parents before their child leaves GWG. Parents will receive a copy of their child's IEP.

<b>Reviewed/Updated/ New by:</b>	Jodie Wilson/ Natalie Horrocks	24/04/24
<b>GWG Chairperson signature:</b>		24/04/24
<b>NEXT REVIEW DATE:</b>		24/04/25

## Partnership with Parents


It is very important for children that we work in partnership with parents and communication flows. This will give provide continuity of care and will minimise confusion with different standards of behaviour and boundaries as consistency can be sought. Parents are the central adults in a child's life and are a child's first educators. We should endeavour to work closely in order to establish a good flow of communication and make intentions as well as provide information and answer any questions.

During induction and registration parents will be asked to write comments on the registration form about any specific needs, any special activities, festivals or religious holidays which they would like us to incorporate into our routine. Also it asks if the parents have a special skill/role that they could provide for the children. E.g. are they a vet or firewoman? Could they come in and talk to the children? During this process parents will also be asked to give their consent and a number of actions which may relate to their child's care.

Sometimes the childcare department can be very busy and it may not always be possible to speak to a staff member at length therefore parents are kept up-to-date with information in the following ways:

- Welcome pack which provides a statement of conduct and information about the provision
- Using daily record sheets, information about the child's day will be recorded including, toileting times, what they ate during snack and lunch, sleep and any other comments
- Memos and letters will be shared to talk about up and coming events' closures or to ask for consent
- GWG Facebook and website is updated to show what else the centre offers besides from childcare
- Monthly newsletter
- Questionnaires to evaluate service
- Feedback for special events/ training received
- Informal/formal meetings
- Transition forms which are used to record information which will be helpful in terms of transitions
- Parent's notice board: general information will be shared on the parents notice board facing the toddler room door
- Parent's will be invited to participate in daytrips etc. and are also given the opportunity to volunteer within the centre or childcare department
- Tapestry online Learning Journal- including focus child information
- A parent's representative should be encouraged to sit on the Board of Directors
- Stay and Play sessions to model play opportunities provided at Greenway

Parents should be made aware at induction that they can seek advice or ask questions at any point and that their children's records are accessible at any time.

<b>Reviewed/Updated/ New by:</b>	Jodie Wilson/ Natalie Horrocks	24/04/24
<b>GWG Chairperson signature:</b>		24/04/24
<b>NEXT REVIEW DATE:</b>		24/04/25

## **Participation Policy and Procedure**

**(Please also see Parental Partnership Policy which covers parental participation):**

The aim of the policy is to ensure Children and their families receive meaningful engagement and are actively involved in the provision provided.

The United Nations Convention on the Rights of the Child (UNCRC) states participation: 'is the right of children and young people to express their views in relations to matters that affect them and to have those views taken into account'.

Staff should observe and respond to the voice of the child. Children should be encouraged and provided with opportunities to express themselves through an enabled and safe environment.

Listening to children is an integral part of understanding what they are feeling and what it is they need from their early years experience; therefore the role of the practitioner is to develop a listening culture.

There are many ways children and families can participate:

- engaging with children and asking them their opinion on things that affect them will empower them
- listen to their views
- include them in decision making
- use open ended questions
- provide choice
- staff create positive attitudes about participation in the setting
- staff encourage children to take responsibility
- appropriate resources and an enabled environment should be provided, alongside the children
- Encourage child initiated play

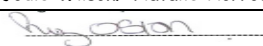
Participation provides many benefits by:

- children and families having a voice, having a choice
- if children are given choices it will increase their self-esteem
- children will feel valued and this will provide a sense of worth
- children will gain new skills and confidence and make a real difference in something that matters to them
- improving accessibility to children and families
- staff will be more aware of children's need therefore more able to meet their needs
- reflect and value difference
- the involvement of children and their families will enhance their experience of the services they receive

Participation is part of a process of involvement therefore communicating and consulting with staff is an important factor. All staff will be involved in and influence decision making in matters that affect them and for those views to be listened to and taken account of.

Staff involved in the setting will participate by:

- monthly staff meetings
- regular staff supervision
- yearly appraisals
- good communication skills
- open door policy
- key worker system
- working in Partnership e.g. Parents/carers and other professionals involved in the child's life
- Observing children in order to provide opportunities for child's interests to be explored

Reviewed/ <del>Updated</del> / New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## Consent Policy and Procedure


***This policy summarises the policy in place at Greenway Women’s Centre Sessional Day Care for obtaining consent or permission from a child’s parent/ carer for key elements of the Childcare Service.***

1. When a child is registered the Registration Form used to support will contain appropriate details of the child and his / her background. Registration is taken as an understanding that the child will be provided with a service of care and learning that is best suited to him / her. However, it is recognised that key parts of this care may involve certain activities which may impact upon the rights of the child and/or health and safety issues and for which separate parental consent is required in order to protect all parties.
  
2. It is therefore policy at GWG to seek separate written consent, permission or authorisation from the parents/ carers BEFORE undertaking any of the following:
  - Administration of prescription medicines.
  - Summoning emergency medical assistance, which may include transporting the child to a GP or hospital.
  - Trips and outings away from the Nursery. In this respect consent may also be required for each outing, according to circumstances.
  - Consent for named individuals to drop the child off, and / or collect the child from the setting.
  - Face-painting (as part of certain creative activities).
  - Taking photographs of the child which may be used for display purposes within the setting, on company website, company social media, newspaper, photograph album, monthly newsletter and annual report.
  - To be involved in the handling of animals e.g. day farms, reptile visit, land snails and butterflies.
  - Administration of teething gel, Nappy cream and sun block.
  - For Wellcomm screening.
  - For Tapestry software- profile creation and for child to be visible on other children’s profiles.
  - To take part in toothbrushing.
  - To attend Surestart sensory room.
  - If child’s home routine is to sleep in pushchair consent will need to be obtained for them to also sleep in pushchair in setting.
  - For child to be provided with buffet style lunch.

**Parents/Carers must be given the OPTION to answer YES/NO or OPT IN/OPT OUT and then they will also have to sign and date. Consent forms also states that the parent/carer can OPT OUT at any point.**

It is fully accepted that each issue referenced above is a matter for personal choice or belief, and as such Management will fully respect and abide by the decision of the parent/carer in each case.

3. Child’s consent- In order to ensure the children are respected and given a voice staff should always ask the child if they have consent to do the following:
  - Take photos
  - Hold hands
  - Lift, carry or cuddle the child
  - Provide TLC after an injury

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## Complaints Procedure

### **Purpose of the Policy**

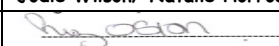
The purpose of this policy is to ensure that any complaints about the service are handled quickly, effectively and courteously and solutions are implemented which satisfy the parent/carer and the setting.

### **Who is Responsible?**

It is the responsibility of the manager to ensure that all nursery complaints are handled. However, senior staff have been trained in the procedure for handling the initial complaint, but management will investigate and deal with the complaint efficiently and effectively.

**Procedure-** If you wish to make a complaint please follow the procedure below:

- Speak to a member of staff or directly to management about the complaint, give as much information as possible. If it is discussed with a member of staff then they will report the complaint to the manager and complete a complaints register form immediately. The manager will acknowledge receipt of the complaint within 24 hours. The complaint will then be investigated and any actions discussed will be recorded on the complaint register form, the person making the complaint should be given a copy of this form which will be signed and dated by both parties.
- All complaints will be resolved within 7 days of the complaint being made; the person making the complaint should be kept up to date with progress within the investigation.
- If you are dissatisfied with how your complaint is being dealt with then you are free to go to the Centre Manager Lindsay Cooper, 02890 799912 ext. 201.
- At this point it is unlikely that the complaint or problem would remain unresolved but if so then you may contact the chairperson of the board Liz Oslon, 02890 799912 ext. 205.
- The chairperson can arrange for two other board members and herself to act as intermediaries.
- If you remain dissatisfied with how your complaint is being dealt with you can contact The Early Years Services **on 028 95042811, 585-587 Crumlin Road, Belfast BT14 7GB**
- A record of all complaints will be kept in a folder marked private and confidential, stored in a locked cabinet within the senior management and will be held in conjunction with our record keeping policy.

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## **Admissions and Settling In Policy & Procedure**

Greenway Women's Group Childcare facility endeavours to be a committed provider of equal opportunities, supporting the local community by providing access to our childcare facility regardless of religion, disability, linguistic needs, sexual orientations, gender or age.

Greenway Childcare will ensure that their childcare facility is genuinely accessible to children and families from all sections of the local community.

### **Aims**

This will be achieved by:

- Ensuring the existence of the childcare facility is widely known in the community.
- Making sure our Equal Opportunity policy is widely known
- Describing the service we provide in terms which make it clear that it welcomes all sections of the community irrespective of gender, culture, ethnicity, religion and with or without special needs/disabilities
- Admitting children according to the set criteria
- Childcare department operate waiting list with places given out on a first come first served basis
- Providing opportunities for children with special needs. The childcare manager will liaise closely with families/carers/professionals to assess their ability to meet the needs of a child with additional requirements
- Monitoring admissions to our facility to ensure no accidental discrimination is taking place

### **Set Criteria**

At Greenway we offer a total of 165 sessions per week, these are broken down into the below criteria:

#### **Womens Centre Childcare Fund (WCCF)**

**GWG has a contract with Department for Communities to fill 128 x 2-hour sessions per week for those who meet the below criteria:**

Parents and Carers who meet the below criteria will be offered up to 2 x 4-hour sessions (if space is available) and will have to show evidence that they meet the below criteria:

- **Income Support/Unemployed and registered for JSA (Income Based), ESA or Universal Credit.**
  - Engaged in vocational or educational development or training
  - Engaged in personal development training
  - Engaged in part-time (less than 16 hours per week) paid voluntary/community development work
- or**
- **Within the last 12 months, progressed into employment following a period of unemployment**



## Private

These spaces are accessible for anyone that is in a position to pay for private childcare who do not meet the criteria for WCCF or sponsored day care. These sessions run from 8.30am-1.30pm

## Sponsored Day Care (SDC)

- Greenway Women's Group has a service level agreement with Belfast Health and Social Care Trust to hold 7 x 5-hour sessions. These sessions are allocated by the Sponsored Day Care team

## Procedures

### Management should ensure that:

- Staff understand the criteria of sessions available
- This policy is current and reviewed annually and that all staff have read and signed that they understand the policy
- That both childcare rooms remain within the correct ratio
  - Toddler Room - 2-3 years – 1 staff member to every 5 toddlers
  - Toddler Room 2 - 2-3 years – 1 staff member to every 5 toddlers
  - Baby Room 2 - 0-2 years- 1 staff member to every 3 babies
- Staff are supported during the allocation of sessions
- Registration and welcome packs are up to date and printed for potential registrations
- That finance details are passed onto Centre Manager for process monthly payment statements
- Ensure that they sign, date and provide a photocopy of contract form for parents once Childcare Managers sign the contract

Childcare Managers will ensure:

- Children are offered childcare spaces appropriately on a first served basis the criteria that they meet.
- They should confirm if child still meets criteria they were originally down for e.g WCCF, private etc
  - Childcare Managers will ensure that they record induction times in the diary for each induction and inform the allocated childcare room of induction date and times
  - Inform parent/carer that during induction they have to stay onsite

### Staff should ensure that:

- That they have the correct number of registration packs, welcome packs, contracts and consent forms for each induction
- They greet parents/carers at reception and walk them to the allocated room giving a tour of the building
- Once the child is settled within the room staff will take parents to a private room to go through the induction pack and appropriate consent forms
- Staff will then offer parent/carers tea/coffee and leave them to fill out the forms

- Staff will take the child back to the parent/carer after one hour depending on how the child has settled – if really unsettled, staff are aware they can take the child back sooner
- Staff will inform the parent/carer of the hours their child will do on the next allocated day

### **Parents/carers**

- Give parent/carer and child warm and friendly welcome
- Introduce each staff member including Childcare Managers
- Inform parent/carer that they should sign their child in every day
- Inform parent/carer of other services GWG offers
- Answer any questions the parent/carer may have
- Inform parent/carer of child's keyworker
- Inform parent that evidence of placement will be checked periodically throughout year
- Show parent/carer child's label, parent's notice boards, policy and procedures folder
- Inform parents/carers that they should send their child in old clothes and ensure child is appropriately dressed for weather
- Inform parent/carer of greenway's lunch menu
- Inform parent/carer about what they should leave in setting for their children
- If relevant inform parent/carer about payment process and inform them that statements are sent out on a monthly basis, we also accept childcare vouchers, and are registered through universal credit and give them a copy of registration certificate if they need this
- Provide parent/carer with an information sheet on transitions and talk to parent about whys which may help child settle e.g. photo from home, comfort blanket


### **Children**

- Give a warm welcome
  - Introduce to keyworker
  - Gauge how child is coping throughout session
  - Use comforting strategies if needed
  - Read books on transitions
  - Find out about likes/dislikes and use these to help child settle
  - Find out if child has a comfort item
  - Ensure settling in goes at the pace of the child
  - Should the child become overly stressed parent/carer should be contacted to collect immediately
- When registration forms are filled in the all about me section should be read by Practice Leader and keyworker and placed into child's observation folder
  - Details on collection permissions should be added to front of register - all staff made aware

- It should be noted in front of register folder if child is not allowed to be visible on other children's Tapestry - keyworker should be made aware
- Any allergies should be written onto allergy board and all staff made aware
- Dietary needs should be noted and all staff made aware
- Registration forms, consent forms and contract should then be given to Childcare Managers to be filed in locked cabinet in office
- Practice Leader should inform Childcare Manager when Private placed child completes 1<sup>st</sup> 2 hour session so this can be added to monthly statement
- If a child does not attend for 3 consecutive sessions without parent informing staff, Practice Leader must let Childcare Managers know immediately
- Must complete a settling in checklist alongside parents/carers- this should include details on comforters, sleep routine and feeding
- Show evidence provided to Childcare Manager - the date evidence was produced should be written on child's contract along with signature of Childcare Managers
- Ensure parent/carer who is in receipt of a private session understands that they will be required to pay for that place whether the child attends or not. (Parents will not be required to pay if the centre is closed.)

**Parents should ensure that:**

- They complete a registration form
- They read the Welcome Pack provided
- They keep contact details up to date
- They view the website: [www.greenwaywomenscentre.org](http://www.greenwaywomenscentre.org) or social media page for updates: Facebook- <https://www.facebook.com/GreenwayWomensCentre/>
- They remain within the centre during induction
- They understand that settling in is a process and child may take 2-6 weeks before staying for a full day session
- They sign their child in and out in the visitors book in reception
- Child can stay at Greenway up until the end August before they start nursery or pre-school
- They inform staff immediately if child is ill or unable to attend session. If parent does not inform staff they are at risk of their contract being terminated
- They inform staff if they are running late as it may be planned to go out that day
- Produce evidence if allocated a WCCF session

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## **Collection/Non Collection Policy and Procedure**

### **Principles**

For the purpose of protecting children and keeping safe the following procedures have been put in place.

### **Collection Procedures**

- On registration parents/carers will be given a registration document to fill out for their child, this should detail who has parental responsibility, names and addresses, emergency contacts and who is permitted/not permitted to collect the child
- Parents/carers are required to inform childcare staff in writing prior to the child being collected if a change is to be made about a designated person collecting the child
- Details of who is permitted to collect a child should be written in the front of the register folder- all staff should be made aware of this
- Details of who is not allowed to collect a child should also be written in front of register
- Parents will be asked to give a password to pass onto person collecting for extra security- this password should be recorded in diary
- Parents/carers will be asked to give a description of person collecting child
- If an undesignated person arrives to collect child they must be asked to show ID and the parents/carers of children will be contacted by telephone for confirmation
- Under no circumstances will children be handed over to an undesignated person if contact cannot be made with the child's parent/carer
- Parents/carers are required to collect children at an agreed time
- No persons under the age of 18 are permitted to collect a child unless that person has parental responsibility for the child
- Parents/carers must sign out the child within the visitor book in reception
- Please also see separated parents policy

### **NON COLLECTION OF CHILDREN POLICY**

#### **Statement of Intent**

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, known practitioner.

#### **Procedures**

Parents of children starting at the setting are asked to provide specific information which is recorded on our Registration Form, including:

– Home address and mobile number –if the parent/carer cannot provide a contact number for themselves an alternative must be given – place of work, address and telephone number (if applicable);


- Names, addresses, telephone numbers of emergency contact who are authorised by the parents to collect their child from the setting
- 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 should inform childcare staff who will record this in diary.

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 procedures. We provide parents with our contact telephone number. We also inform parents that – in the event that their children are not collected from setting by an authorised adult and the staff can no longer supervise the child on our premises – we apply our child protection procedures as set out in our child protection policy.

**If a child is not collected at the end of the session/day, we follow the following procedures:**

- The diary 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 designated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form and diary.
- 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 Early Years Services for advice (telephone number **02895 042811**).
- 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 worker.
- Social services will aim to find the parent or relative if they are unable to do so, the child will be admitted into the care of the local authority.
- Under no circumstances are staff to 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.

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## **Working with Separated Parents Policy**

### **Scope**

Some parents become estranged, and do not work together or in the best interests of their children, especially during the initial stages of their separation. This is very often traumatic for any children concerned where personal family problems can have an impact on the child and on the day care the child attends.

This policy is an attempt to minimise any impact, clarify to all parties what is expected from separated parents and what can be expected from GWG/staff.

### **Who has “Parental Responsibility”? (The Children Act 1989)**

Having parental responsibility means assuming all the rights, duties, powers, responsibilities and authority that a parent of a child has by law. People other than a child's natural parents can acquire parental responsibility through:

- Being granted a Residence Order
- Being appointed a Guardian
- Being named in an Emergency Protection Order (although parental responsibility in such a case is limited to taking reasonable steps to safeguard or promote the child's welfare)
- Adopting a child

If the parents of a child were not married to each other when the child was born, the mother automatically has parental responsibility; however, the father only has parental responsibility from 1st December 2003 and by jointly registering the birth of the child with the mother. He can, however, subsequently acquire parental responsibility by various legal means.

### **Our responsibility**

Greenway Women's Group (GWG) recognises it has a responsibility to work in partnership with parents who may be separated or estranged in order to promote the best interests of the child.

GWG will maintain an open door policy with all parents, and the Childcare Managers will be available by appointment to discuss any issues or concerns with regard to separated/divorce or estranged parents.

Issues of estrangement is a civil/private law matter and GWG cannot be involved in providing mediation, helping an estranged parent to communicate with their child or children, or using the Greenway Women's Centre for purposes of contact.

In the event that the parents are unable to agree with one another on decisions regarding their child's enrolment at Greenway, a meeting with all parents (preferably together or separately if required) to attempt to assist the parents to resolve the situation will be arranged; if it cannot be resolved GWG may refer the matter to the relevant department of the Early Years' Service, BHSCT.

**Early Years Services on 028 95042811, 585-587 Crumlin Road, Belfast BT14 7GB**

The interests of the child will always be paramount when deciding whether to accommodate a request from an estranged parent. We recognise that a Court Order can restrict a parent in having contact/access to information and we may be bound by this.

In this situation we will consult with the Early Years' Service to obtain advice as this may constitute a safeguarding concern. In any event whereby the parents being estranged is appearing to impact upon the health, wellbeing and safety of a child the matter will be referred to the Early Years' Service for advice.

## **Policy**

It is the responsibility of the parents to inform GWG when there is a change in family circumstances.

GWG needs to be kept up to date with contact details, arrangements for collecting children and emergencies.

We encourage parents to tell us at an early stage if there is a change in family circumstances.

Whenever possible, staff will be informed of such changes so that suitable support can be offered.

We will, however, recognise the sensitivity of some situations and maintain the level of confidentiality requested by parents as far as possible Newsletters & general updates can be sent to all parents via e-mail or through the memo section on Tapestry. Parents need to provide GWG with an e-mail in this instance and let GWG know that they would like this information sent separately.

These updates will contain all the main events including: Day Trips, Celebration Day, Santa's Grotto or any special visits. We would expect parents to communicate with each other regarding these arrangements.

We expect that parents should liaise and communicate directly with each other in matters such as the ordering of tickets for events and other instances.


A parent as defined in this policy with parental responsibility has the right to receive progress reports and review records of their children.

Information regarding the child's developmental progress will be uploaded to the child's Tapestry both parents can sign up separately for Tapestry and can view any updates.

### **In the matter of the release of a child or children:**

GWG will follow the standard agreed procedure in the release of a child or children. In the case of separated parents, GWG will release a child or children to a parent in accordance with any specific arrangements notified to the school. If one parent seeks to remove the child from school in contravention of the notified arrangements, and the parent to whom the child would normally be released has not consented the following steps will be followed:-

- The Childcare Managers will meet with the parent seeking to collect/remove the child and, in his/her presence, telephone the parent to whom the child would normally be released and explain the request.
- If the parent to whom the child would normally be released agrees, the child may be released and the records will reflect that the permission was granted verbally.
- In the event that the parent to whom the child would normally be released to cannot be reached, the Childcare Managers or staff member dealing with the issue may make a decision based upon all relevant information available to him/her.
- The Childcare Managers or staff member may have to refuse permission if agreement/consent cannot be obtained and may need to take advice before a child or children are collected/released.
- GWG cannot prevent the other parent collecting the child or children but we will endeavour to reach an agreement and this may mean keeping the child or children safe whilst GWG tries to reach such an agreement.
- If there is a Court Order restricting contact or it is in contravention of any access agreement, the child or children will not be released into their care and the other parent advised to take the necessary action which does not involve GWG.
- During any discussion or communication with parents, the child or children will be supervised by 2 staff members in a separate room.
- In circumstances if there is a belief that a possible abduction of the child may occur or if the parent is disruptive, the police should be notified immediately and the Early Years' Service notified.

<b>Reviewed/Updated/ New by:</b>	Jodie Wilson/ Natalie Horrocks	24/04/24
<b>GWG Chairperson signature:</b>		24/04/24
<b>NEXT REVIEW DATE:</b>		24/04/25



## **Health and Safety policy and procedure**

The UN Convention on the Rights of a Child state that:

**“Children have the right to be as healthy as possible, live and play in a safe healthy unpolluted environment and benefit from preventive health care and education”.**

The policy within Greenway Women’s Group childcare facilities is to provide the children with a safe and stimulating environment in which to work and play.

### **Statement of Intent**

#### **Our objectives are:-**

- To prevent accidents and cases of work related ill health and provide adequate control of health and safety risks arising from work activities
- To provide adequate training to ensure employees are competent to do their work
- To engage and consult with employees on day to day health and safety conditions and provide advice and supervision on occupational health
- To implement emergency procedures – evacuation in case of fire or other significant incident
- To maintain safe and healthy working conditions, provide and maintain equipment and machinery and ensure safe storage /use of substances
- To regularly review and revise the policy

### **Responsibilities for health and safety**

Whilst overall responsibility for health and safety rests with the employer of Greenway Women’s Group employees at all levels have specific health and safety responsibilities including day to day health and safety matters.

#### **The Centre Manager is responsible for:-**

- Ensuring adherence to the Health and Safety at Work (NI) Order 1978 and all relevant statutory provisions.
- Delegating responsibility for health and safety matters to the appropriate managers and supervisors.
- Ensuring adequate resources are made available to implement the policy and meet all requirements of health and safety legislation.
- Ensuring contractors are competent and comply with the business health and safety policy.
- Ensuring the centre is registered with Environmental Health and also Food Safety.
- Ensuring a Fire Risk Assessment has been carried out and measures of prevention are in place.

#### **The Childcare Managers are responsible for:-**

- Ensuring that risk assessments for the day care setting are completed and reviewed and that control measures are implemented and observed in a timely manner.

- Ensure all accidents, incidents are recorded and reported in the appropriate manner.
- Making adequate arrangements for training - ensuring that health and safety training needs are identified to enable staff to perform their duties competently.
- Ensure daily records are kept detailing daily checks.
- Ensuring monthly fire drills take place.

#### **The Staff are responsible for:-**

- Taking reasonable care of their own health and safety and reporting any health and safety issues to the responsible person.
- Ensuring they do not attend work under the influence of any substance this includes alcohol, drugs (illegal or prescribed) or legal highs that would impair their judgement whilst in charge of children.
- Co-operate with the manager on health and safety issues and not to interfere with anything provided to protect their health and safety.
- Attend training in specific areas related to Health and Safety including Manual Handling, Health and Safety at Work, Food Safety, Fire Safety and First Aid.
- Carry out daily checks to ensure the rooms and equipment are safe.

#### **Arrangements for health and safety**

- The Centre Manager and Childcare Managers will consult with the employees.
- The Centre Manager will ensure all machinery and equipment that needs maintenance will be carried out.
- The employer will assess the risk from all substances which are a health hazard under the Control of Substances Hazardous to Health Regulations (NI) 2003.
- The Health and Safety Law in Northern Ireland poster will be displayed.
- Risk assessments will be carried out and routinely reviewed and will include supervision arrangements for new employees/volunteers/trainees.
- All employees will be given health and safety training when they start work including first aid and fire safety. Specific training will be given for certain jobs and refresher training provided if risks change or when needed.
- All arrangements will be put in place for accidents, first aid and work related illness.
- A method of monitoring health and safety arrangements will be implemented.

#### **Security of Setting**

The security of the children within our care is paramount at all times. We take the following steps below to ensure this:

- Main entrances are secured at all times, the front door automatically locked from the inside and visitors can only access via pressing an intercom buzzer.
- For the duration of the session the reception area is manned by a volunteer receptionist.
- All visitors are asked to provide formal identification and must sign the visitors' book before a senior member of staff escorts them into the nursery.
- All staff including volunteers in direct contact with children are vetted via Access NI and Social Services (please see vetting policy).
- As part of their continuing professional development, all staff must attend courses to keep their skills up to date including safeguarding, health and safety and first aid.
- Daily checks of rooms take place and are recorded.
- Daily registers are completed so there is a full record of which children have attended each day.
- Each childcare room is fitted with a coded door lock and the code is only known by childcare staff and Childcare Managers.

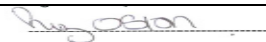
- No mobile phones allowed in any area where the children are (please see mobile phone policy).
- Parents are asked to fill out who is permitted to collect their children and who is not allowed to collect this is then displayed at the front of the register and staff are informed. (Please see collection/ non collection of a child policy for further information).
- We also follow a strict photograph policy (please see photography policy).
- Risk assessments are developed/updated as needed and are reviewed annually (please see risk assessment policy).
- A dedicated member of staff will be at the childcare room door during arrival and pick ups
- Personal possessions of staff are stored in padlocked lockers within the staff lunch room in allocated lockers.

• ***Intruders or unwanted visitor posing a safety hazard***

- Politely greet the intruder outside the nursery room, blocking their entrance in, identify yourself and ask the purpose of their visit. Have a member of staff close by to secure the door and for support, if needed.
- Explain that all visitors must sign in.
- If the intruder becomes agitated and refuses to leave the building peacefully endeavour to calm the person whilst trying to gain the attention of your staff, explain we have a zero-tolerance policy and inform them you will call the police, get a member of staff to call the police.
- If the caller persists, the children and staff will assemble together at back of room away from the windows and doors and will be distracted by staff, register and telephone will be taken with them, and they will stay there until the police will arrive.
- If the person leaves before the police arrive do not attempt to detain them.
- If the person does not leave before the police arrive. Explain to the officers what has happened, so they can deal with the intruder and find a cause for arrest.
- Remember to log the incident and review security measures.

**Procedure if: *Intruder is armed***

- All staff will be alerted and the police contacted immediately.
- Try to remain calm diverting the intruder as far away from the children as possible.
- The children and staff will assemble together in the Baby room away from the windows and doors and will be distracted by staff, the register and telephone will be taken with them, and they will stay there until the police will arrive, unless the intruder can enter and the staff will lead them out of the baby room along the field and assemble at the house.
- If the intruder shows a weapon try to remain calm do not try to disarm them, reassure them that it is not necessary for them to use it.
- Once the police arrive, make them aware of where the intruder is and any weapon you may have seen describing the intruder and reporting anything relevant the intruder may have said.
- All staff and children should remain where they are unless directed otherwise by the police.
- Incidents should be recorded and security procedure reviewed and updated.

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## **COSHH policy and procedure**

### **Statement of Intent**

The *Control of Substances Hazardous to Health Regulations (NI) 2003*, COSHH, is the legislation which says that employers must control substances that can harm their employees. You must prevent or reduce your employees coming into contact with hazardous substances by:

- Finding out what the health hazards are;
- Deciding how to prevent harm to their health;
- Providing control measures to reduce harm to their health and making sure that people keep to them;
- Keeping all control measures in good working order;
- Providing information, instruction and training for employees and others;
- Monitoring your employees health (if appropriate); and
- Planning for emergencies.

### **Hazardous substances include:**

- substances or mixtures of substances classified as dangerous to health under the current CHIP Regulations, including chemicals classified as very toxic, toxic, harmful, irritant or corrosive, such as bleaches and cleaning agents (Glue, floor cleaner, Milton, bleach etc)
- substantial concentrations of airborne dust
- harmful micro-organisms


### **Who has responsibility?**

It is the employer's responsibility to ensure the following:

- To ensure all staff, trainees and volunteers have knowledge of Health and Safety policy and COSHH policy and have signed and dated that they have read and will adhere to these.
- To ensure all staff have received information and training in relation to Health & Safety and COSHH guidance and are equipped with appropriate protective equipment or clothing.
- Ensure that the exposure of staff (or anyone else) in the organisation to hazardous or potentially hazardous substances is minimised and adequately controlled in all cases.
- Ensure that COSHH risk assessments are performed regularly and reviewed on an annual basis or whenever there is a substantial modification to the work process. This assessment will be stored in the cupboard the chemicals are stored in.
- That an accident and emergency policy has been put in place.

**It is the Staff's responsibility to ensure the following:**

- That all hazardous cleaning materials are kept out of sight and reach of children.
- That appropriate Personal Protective Equipment is used when using hazardous materials, E.G. Wearing protective gloves when using Milton.
- That instructions for use of hazardous materials should be read and adhered too, E.G. Cleaning products should not be mixed.
- That hands should be washed after used of hazardous substances.
- No medicines should be kept on premises unless long term, such as an EpiPen/ inhalers, in all instances medicines should be kept in a locked cupboard and Management of Medicine policy should be adhered to. On some occasions medicines may be kept in fridge. Staff should ensure these medicines have a child safety lid, are clearly labelled and returned to parents at end of session.

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## COSHH Assessment Template

<b>Company Name:</b>							
<b>Completed by:</b>		<b>Date:</b>			<b>Review Date:</b>		
Product Used	Hazard Description	Degree of Risk- High/Medium/Low	Who is at Risk?	Controls/Precautions Needed?	Is PPE Available? Y/N	Product user trained? Y/N	Person responsible for monitoring controls

## First Aid Policy

Greenway Women's Centre makes every effort to ensure that all children are safeguarded and well cared for. The children are the centre of our focus in all decision making and arrangements. The setting sees adequate First Aid provision as vital in the daily process of caring for the children. The setting keeps records of illnesses, accidents, and injuries, together with an account of any first aid treatment, non-prescription medication or treatment given to a child in line with the Minimum Standards of Child minding and Day Care for Children under Age 12, 2012 (Amended October 2018).

New staff are given information on all of the childcare department and centre policies as part of their induction and required to sign and date that they have read.

### Implementation: Practical Arrangements

The first aid boxes are located in the baby room, toddler room 1 and toddler room 2 and kitchen area. The contents of the first aid boxes are checked regularly by management. First aid boxes will be restocked immediately when required. All staff members will be trained in Paediatric First Aid.

### Practical Arrangements at the point of need

Any member of nursery staff can administer first aid to a child in line with the following procedures:

- Administer first aid as appropriate
- Call for help if appropriate
- Call emergency services if required
- Ensure everyone is safe and the injured party cared for and accompanied
- Call the parents if appropriate immediately after the incident. E.g. if a child has a bump to the head the parent should be notified immediately
- Record the incident / accident
- Ensure that everyone relevant knows
- Take any further action as required

If an ambulance is required for emergency treatment, a senior member of staff will accompany the child to hospital. The parents will be notified immediately. Staff members should call emergency services as soon as it becomes clear the injury is beyond the nursery's capability and the health of the child is compromised; if in any doubt refer immediately to a member of the senior staff.

### Recording accidents and informing parents

Members of Staff who deal with an accident or injury must record the incident in the Accident /Incident forms and inform management. **In cases of major injury Environmental Health and Social Services should be informed under RIDDOR, 1997, legislation.**

- Parents are contacted if a child suffers anything more than a trivial injury, suffers a head injury or if s/he becomes unwell or we have any worries or concerns about his/her health.
- Parents are encouraged to contact the nursery if they have any concern relating to their child's health.
- Parents will be informed of the accident when the child is collected from nursery at the end of the session. The records are reviewed regularly by Management and action taken to minimise the likelihood of recurrence.

### **Qualified Staff**

All staff receives First Aid training every 3 years. There will also be staff trained in additional areas such as Anaphylaxis, Diabetes, Use of EpiPen and any other areas which may be needed for inclusion of a child.

### **Protocol for Management of Medicines at nursery**

Refer to Management of Medicine Policy

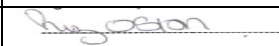
### **Arrangements for children with particular medical needs**

Prior to joining the nursery, all medical details are required so that the nursery can provide the level of care expected. Where appropriate, parents and Management, along with any relevant members of staff, will meet prior to a child joining the Nursery to ensure such provision is in place.

Special arrangements, such as, training are made when necessary to ensure medical needs are met.

### **First Aid box should contain the following:**

- A leaflet giving general guidance on first aid;
- 20 hypo-allergenic plasters or micropore tape and melolin;
  - 2 sterile eye pads, with attachment;
  - Cotton wool;
  - Lint dressings (of assorted sizes with micropore tape to attach);
  - 6 medium sized individually wrapped sterile un-medicated wound dressings  
Approximately 10 cms x 8 cms;
  - 6 safety pins;
  - 2 crepe bandages;
  - 2 triangular bandages;
  - Scissors;
  - Salt and water saline solutions;
  - Blue plasters;
  - Disposable gloves; and
  - Fever/scan thermometer.

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25



## Accident and Injury Policy

### Purpose of Policy

The purpose of this policy is to ensure that when an accident occurs in Greenway Women's Group childcare department, appropriate action is taken and accurate information is recorded and communicated. An accident is classed as an occurrence which has resulted in an injury to one or more persons.

### Who is Responsible?

It is the responsibility of every member of staff to ensure that accidents and injuries are dealt with in a timely manner. It is the responsibility of the manager to ensure that all members of staff have knowledge of first aid and that there is at least one member of staff on duty at all times who has a valid first aid certificate. It is the responsibility of the member of staff who has administered the first aid to write the accident report and ensure that it is signed by the parent or carer of the child or children involved. All members of staff have a responsibility to ensure that the manager is informed when items from the first aid box are used. A system of recording is in place to ensure that the first aid box is restocked on a regular basis.

### How the policy is implemented

- When creating the staff rota, the managers must ensure that at least 1 member of staff on duty has a valid first aid certificate.
- A sign must be displayed on the notice board or information board which states who the first aider on duty is and where the first aid box is situated.
- The managers will check the first aid box each month to ensure that the box is fully stocked, if there are any items that need to be ordered this should be done as soon as possible.
- The managers are responsible for making sure that all medical information and emergency contact details on the children's registration documents are up to date and accurate.
- When an accident occurs it is the responsibility of the first aider to determine whether the injury can be dealt with in the setting or if medical assistance is required.

### Minor Injuries

- If the injury is minor and does not require medical assistance the first aider should address the injury and complete an accident record, this record will be signed by the first aider and by the parent or carer of the child
- If child bangs head, parent must always be immediately informed via telephone, when parent collects child advise them with '*Useful tips for head injuries*' found on **p.45** of the **Paediatric First Aid Made Easy** booklet also printout available in Mastercopy folder
- If the injury is minor but requires medical assistance the first aider will call a taxi and take the child to the nearest health centre, the child's medical information and registration forms should be taken with them, a member of staff at the setting should contact the parent or carer to inform them of the accident and the actions that have been taken. Upon returning to the setting the first aider should complete the accident report and have it ready for the parent to sign

### Serious Accident or Injury

- If the injury is serious and hospital treatment is required a member of staff should call an ambulance immediately and a member of staff should accompany the child to the hospital. The child's registration form containing medical information should accompany them to the hospital. A member of staff should inform the parent or carer of the child (or an emergency contact) immediately and inform them of the accident and what hospital the child has been taken to
- Parents/carers will be asked to sign a consent form in registration pack to give permission for children to be transported in taxi or ambulance in the case of medical emergencies
- The accident or injury should be reported to **The Early Years Team, Everton Complex, 585-587 Crumlin Road, Belfast, Co Antrim, BT14 7GB. Telephone: 028 9504 2811**  
And also to the **Environmental Health Service using RIDDOR**

### RIDDOR

By law certain accidents need to be reported to the Council's Environmental Health Service under ***Reporting of Injuries, Disease and Dangerous Occurrences Regulations (Northern Ireland) 1997 (RIDDOR)***.

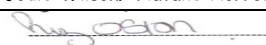
You must report any accident or incident connected with work which results in:

- A death or major injury to your employee or self employed person working on your premises (must report immediately e.g. telephone)
- If there is an accident connected with work and your employee, or a self employed person working on your premises suffers an over three day injury
- A member of the public (e.g. a child in your care) being taken to hospital for treatment from your premises (must report immediately e.g. telephone)
- A dangerous event or occurrence (must report immediately e.g. telephone)

Certain occupational diseases must also be reported under RIDDOR e.g. occupational asthma, occupational dermatitis etc. Further guidance on RIDDOR is available in the RIDDOR (NI) 97 booklet which can be downloaded from HSENI's website at [www.hseni.gov.uk](http://www.hseni.gov.uk)

**Report online or in writing** Within 10 days of the incident you must report the incident to Council using the online reporting system or alternatively by submitting a NI2508 form. To report an incident online simply go to [www.hseni.gov.uk](http://www.hseni.gov.uk), click on 'Report an Incident' and complete the relevant details. Your report will then be forwarded by HSENI to Council. Hard copy NI2508 forms are available to download from HSENI's website at <http://www.hseni.gov.uk/resources/forms.htm>

**It is good practice to record in your accident book, the details of all work related accidents, incidents and near misses.**

Reviewed/ <del>Updated</del> / New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

**Examples of major injury, over three day injury and occupational disease include:**

<b>Major Injury</b>	<b>Over three day injury</b>	<b>Occupational Disease</b>
<ul style="list-style-type: none"> <li>• Broken bone (except fingers and toes)</li> <li>• Dislocation of the shoulder, hip, knee or spine</li> <li>• Loss of sight or serious injury to an eye</li> <li>• Loss of consciousness caused by electric shock, lack of oxygen or being exposed to a hazardous substance</li> <li>• Amputation</li> </ul>	<ul style="list-style-type: none"> <li>• This is an injury that results in the injured person being away from work or unable to do their normal work for more than three days (including weekends or other non work days) such as strains and sprains.</li> </ul>	<ul style="list-style-type: none"> <li>• Occupational asthma</li> <li>• Dermatitis is a skin disease which is caused by a person coming in contact with a hazardous substance</li> </ul>

**Filling in this form**

This form must be filled in by an employer or other responsible person.

**Part A**

**About you**

1 What is your full name?  
[ ]

2 What is your job title?  
[ ]

3 What is your telephone number?  
[ ]

**About your organisation**

4 What is the name of your organisation?  
[ ]

5 What is its address and postcode?  
[ ]

6 What type of work does the organisation do?  
[ ]

**Part B**

**About the incident**

1 On what date did the incident happen?  
[ ]

2 At what time did the incident happen?  
(Please use the 24-hour clock eg 06:00)  
[ ]

3 Did the incident happen at the above address?  
Yes  Go to question 4  
No

Where did the incident happen?  
 elsewhere in your organisation - give the name, address and postcode  
 at someone else's premises - give the name, address and postcode  
 in a public place - give details of where it happened  
[ ]

If you do not know the postcode, what is the name of the local authority?  
[ ]

4 In which department, or where on the premises, did the incident happen?  
[ ]

**Part C**

**About the injured person**

If you are reporting a dangerous occurrence, go to Part F.

If more than one person was injured in the same incident, please attach the details asked for in Part C and Part D for each injured person.

1 What is their full name?  
[ ]

2 What is their address and postcode?  
[ ]

3 What is their home phone number?  
[ ]

4 How old are they?  
[ ]

5 Are they  
 male?  
 female?

6 What is their job title?  
[ ]

7 Was the injured person (tick only one box)  
 one of your employees?  
 on a training scheme? Give details:  
[ ]

on work experience?  
 employed by someone else? Give details of the employer:  
[ ]

self-employed and at work?

a member of the public?

**Part D**

**About the injury**

1 What was the injury? (eg fracture, laceration)  
[ ]

2 What part of the body was injured?  
[ ]

3 Was the injury (tick the one box that applies)

- a fatality
- a major injury or condition? (see accompanying notes)
- an injury to an employee or self-employed person which prevented them doing their normal work for more than 3 days?
- an injury to a member of the public which meant they had to be taken from the scene of the accident to a hospital for treatment?

4 Did the injured person (tick all the boxes that apply)

- become unconscious?
- need resuscitation?
- remain in hospital for more than 24 hours?
- none of the above.

**Part E**

**About the kind of accident**

Please tick the one box that best describes what happened, then go to Part G.

- Contact with moving machinery or material being machined
- Hit by a moving, flying or falling object
- Hit by a moving vehicle
- Hit something fixed or stationary
- Injured while handling, lifting or carrying
- Slipped, tripped or fell on the same level
- Fell from a height
- How high was the fall?  
[ ] metres
- Trapped by something collapsing
- Drowned or asphyxiated
- Exposed to, or in contact with, a harmful substance
- Exposed to fire
- Exposed to an explosion
- Contact with electricity or an electrical discharge
- Injured by an animal
- Physically assaulted by a person
- Another kind of accident (describe it in Part G)

**Part F**

**Dangerous occurrences**

Enter the number of the dangerous occurrence you are reporting. (The numbers are given in the Regulations and in the notes which accompany this form).  
[ ]

**Part G**

**Describing what happened**

Give as much details as you can. For instance  
- the name of any substances involved  
- the name and type of any machine involved  
- the events that led to the incident  
- the part played by any people

If it was personal injury, give details of what the person was doing. Describe any action that has since been taken to prevent similar incident. Use a separate piece of paper if you need to.

[ ]

[ ] [ ] [ ] [ ]

**Part H**

**Your Signature**

Signature  
[ ]

Date  
[ ]

**Where to send the form**

Please send it to the Enforcing Authority for the place where it happened. If you do not know the Enforcing Authority, send it to the Health and Safety Executive for Northern Ireland, 83 Ladas Drive, Belfast BT6 9FR.

For official use		Workplace Ref #		CMS Case Ref #		IVP REP <input type="checkbox"/>		Y <input type="checkbox"/>		N <input type="checkbox"/>	
Client Ref #	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

**GREENWAY WOMEN'S GROUP CHILDCARE ACCIDENT FORM**

Number -----

**Definition:** an accident is an event that is without apparent cause, or is unexpected, or an unfortunate event causing physical harm, or damage unintentionally.

Full name of child/adult	Date and time of accident	Place of accident

**Circumstances of accident**

**Nature of injury**

**Treatment given**

**Medical aid sought**

Signature of person who dealt with accident -----

Date -----

Signature of witness -----

Date -----

Signature of parent/carer -----

Date -----

**Further action taken (If applicable)**

**Reported to** Childcare coordinator/Centre coordinator/Chairperson/Parent/carer/Other

Date reported -----

**In the case of serious accident the following have to be informed under RIDDOR, 1997 legislation.**

	Date Reported	Any other info
<b>Social Services</b>		
<b>Environmental Health Service</b>		

**GREENWAY WOMEN'S GROUP CHILDCARE INCIDENT FORM**

Number -----

**Definition** An incident is a minor event or occurrence attracting general attention or of being of noteworthy in some way.

Full name of child/adult	Date and time of incident	Place of incident

**Nature of incident**

**Action taken**

Witnessed by: Full Name-----

Date: -----

Signature: -----

Signature of parent/carer : -----

Date: -----

**Reported to** Childcare Coordinator /Centre Coordinator /Chairperson/Parent /Other

**Date reported** -----

	Date Reported	Any other info
<b>Social Services</b>		
<b>Environmental Health Service</b>		

## Accident at Home Report

Parents/carers are to complete this form if Staff need to be informed of an injury sustained outside of the childcare setting.

<b>Childs Name:</b>	
<b>Date of accident:</b>	
<b>Place accident occurred:</b>	
<b>Nature of Accident:</b>	
<b>Description of injury:</b>	
<b>First Aid administered:</b>	
<b>Medicine/Treatment:</b>	
<b>Staff signature:</b>	<b>Date:</b>
<b>Parent/ Carer signature:</b>	<b>Date:</b>

For Office Use Only

	Date Reported	Any other info
<b>Social Services</b>		
<b>Environmental Health Service</b>		



## **Risk Assessment policy and procedure**

### **Statement of Intent**

Greenway Women's Centre aims to ensure that the environment, all activities, trips and outings, materials and equipment are safe for children to use. The purpose of this policy is to ensure that any hazards associated with these are identified and removed or minimised to an acceptable level of risk. Greenway appreciates that children need some level of risk in their activities in order to develop, but these risks are assessed to ensure that any risks are appropriate to age and stage of development.

### **Who is responsible?**

Every employer is required to carry out an assessment of the risks to employees and to others who may be affected by their undertaking under the Health and Safety at Work Act, 1974. Employers with five or more employees are required to record the significant findings of the assessment and any group of employees found to be especially at risk.

### **Risk Assessments**

The aims of a health and safety risk assessment are:

1. To identify all significant risks to employees and other persons who might be affected by the undertaking
2. To enable the employer to prioritise the measures needed to comply with relevant statutory provisions
3. To be appropriate to the nature of the work and remain valid for a reasonable period of time

Risk assessments must be carried out on all existing and new activities that take place in the setting.

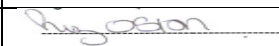
Risk assessments identify the likelihood that harm will occur and its severity. The purpose of the assessment is to help the employer determine the measures needed to comply with their duties under relevant statutory provisions.

A risk assessment is intended to be a working document that can be used to guide future actions aimed at improving health and safety.

## Steps to carrying out a Risk Assessment

### **Setting the scene: How can a manager carry out the risk assessment in a day nursery?**

1. To **identify the hazards**, the managers should:
  - Look at the sample main activities enclosed and ensure all the main work areas or activities within the child care setting has been identified.
  - Walk around all areas in the premises, noting things that might pose a risk.
  - Talk to staff to learn from their knowledge and experience, and to listen to their concerns and opinions.
  - Look at the accident book, to understand what particular risks previously resulted in incidents.
2. The managers should write down **who could be harmed** and **how**.
3. The managers should write down **what controls, if any, are in place to eliminate or reduce the likelihood of somebody being hurt**. Where he or she does not consider the existing controls to be good enough or where they are not accepted good practice, he or she should write down **what else needs to be done**.
4. The managers should **put in place any actions which the risk assessment identifies** as necessary. The manager should **discuss the findings with staff**, display it in a prominent place so that all staff can see it and make it part of the induction process for new staff.
5. The managers should **review the risk assessment** every year, or straightaway if major changes in the workplace happened. To get a better understanding of the risks, the managers should also ensure that staff report any accident or incident, however minor.

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## Risk Assessment Template

Company Name:

Date the assessment was carried out:

Assessment carried out by:

Date of the next review:

<b>What are the hazards?</b>	<b>Who might be harmed and how?</b>	<b>What are you already doing?</b>	<b>Do you need to do anything else to manage this risk?</b>	<b>Action by whom?</b>	<b>Action by when?</b>	<b>Done</b>

## **MANUAL HANDLING POLICY**

To comply with The Manual Handling Operations Regulations (NI) 1992 is concerned with all manual handling activities regardless of weight, which requires Greenway Women's Group to follow the guidelines set out in this legislation.

***Manual Handling means lifting, lowering, pushing, pulling, carrying, moving, holding or restraining any object, animal or person.***

### **Procedures for managing and monitoring safe manual handling.**

All new staff members, trainees and volunteers will receive manual handling training.

- Staff are encouraged to use their common sense and not to take unnecessary risks when handling large/heavy objects. When lifting a child or object weighing more than 15 kilos, staff are required to seek assistance.
- It is the responsibility of all staff to follow the procedures below and to assist by identifying manual handling hazards and risks.
- Regular checks to monitor use of manual handling at the pre-school. Any difficulties noted will then be dealt with immediately.

### **Managing risks for manual handling.**

- Identifying risks – discuss issues with staff and check past incidents/accidents records.
- Assess risks – how much strain, pressure, stress, weight, force, grip, skill and duration is required for each activity.
- A risk assessment will be undertaken for any expectant student or staff member within the setting during their pregnancy.
- Control risks – when designing tasks in order to minimise injury, look at changing the way jobs are done, change the layout of the workplace, and change the equipment.

### **Correct Lifting Procedures:**

**IF IN DOUBT, DO NOT LIFT!**


- Staff must never twist while lifting.
- When staff lift a child or object they should not stretch over and lift, but lean close and raise as close as possible to their body.

### **When lifting staff must:-**

- Place their feet apart in a striding position
- Keep their breastbone elevated
- Bend their knees
- Brace their stomach muscles
- Hold the child or object close to their body
- Move their feet not their spine, to stand up
- Prepare to move in a forwards direction
- Staff should transfer heavy items to smaller containers to reduce weight.

### **Staff should:-**

- Kneel where possible
- Avoid sitting on child sized chairs where possible
- Refrain from carrying children on their hip
- Lift children with one arm under their buttocks and the other arm under their backs, with the child facing them

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## Emergency Fire procedure

In the event of a fire in the building the following procedures must be activated.

Liaison Officers have been given specific responsibilities to ensure a quick response and effective evacuation of the building.

### **FIRE LIAISON OFFICERS**

Lindsay Cooper	– Centre Manager Office
Helen Smyth	– Training Office
Sarah Kidd	– Finance Office

### **IN RESPONSE TO THE SMOKE ALARM BEING ACTIVATED:**

- Stop what you are doing
- Switch off any electrical appliances near you
- Inform a fire liaison officer
- Locate source of smoke

### **DO NOT ATTEMPT TO EXTINGUISH FIRES UNLESS**

- You have sounded the alarm and/or consulted with a Fire Liaison Officer
- It is safe to do so without risk to yourself or others

### **RAISING THE FIRE ALARM**

On discovery of fire

- Stop what you are doing
- Sound fire alarm and call fire brigade
- Fire alarm call points should be used and are operated by breaking the front glass panel
- Move immediately to the next point if it fails to activate
- Evacuate the building without delay
- **DO NOT USE THE LIFT**
- Do not linger to pick up personal belongings
- Go to nearest emergency exit and assembly point is Kilbroney House directly facing the main entrance of the centre

### **FIRE ALARM CALL POINTS ARE LOCATED:**

#### **2nd floor**

Between Toddler room door and entrance/exit door  
Between IT Suite and Emergency exit doors in drop in area

#### **1st floor**

Between Toddler room and finance office  
Outside toddler room entrance/exit door

#### **Bottom floor**

Hallway behind entrance/exit door from reception area  
Back hallway beside sleep room  
Main reception area at bottom of stairway

**UNDER NO CIRCUMSTANCES RE-ENTER THE BUILDING**

**EMERGENCY EXITS ARE LOCATED:**

**2<sup>nd</sup> Floor main hall area (drop-In)**

Through double doors to stairway leading to Cregagh Road

**2<sup>nd</sup> Floor**

Through double doors to stairway leading to main entrance, adjacent to assembly point at Kilbroney House flats

**1<sup>st</sup> Floor Toddler room**

Through door at managers office, leading to a fire exit door to the right

**1<sup>st</sup> floor Toddler room**

Through entrance/exit doorway to main stairway- entrance adjacent to assembly point at Kilbroney House flats

**Bottom floor**

Fire door facing sleep room leading out to the back of the shops

**Bottom floor**

Through main door and into reception area, adjacent to assembly point at Kilbroney House flats

## **Fire Safety Procedure**

Under the Fire and Rescue Services (Northern Ireland) Order, 2006 and the Fire Safety Regulations (Northern Ireland), 2010 ensures that certain requirements are in place to ensure safety.

The main requirements include:

- Carry out a fire risk assessment for the premises over which you have control; this is done by the owner of the building NI Housing Executive and actions are carried out by both the HE and Greenway
- Identify the fire hazards and risks associated with the premises, materials/substances, activities etc;
- Identify the people, or groups of people at risk and anyone who may be especially at risk;
- Remove and reduce the risks as far as reasonably possible;
- Put in place general fire precautions to deal with any remaining risks;
- Implement additional preventative and protective measures if flammable or explosive substances are used or stored on the premises;
- Develop and implement appropriate emergency procedures in the event of fire;
- If you have five or more employees, or require a licence or registration, you must record the significant findings of the risk assessment and any actions you have taken to remove/reduce the risk;
- Review the risk assessment periodically or after significant changes in the workplace.

### **Who is Responsible?**

Responsibility for fire safety in the workplace rests with the employer and those with any degree of control of premises (deemed the appropriate person).

Reasonable steps must be taken to:

- Reduce the risk from fire
- Ensure people are able to escape safely if there is a fire.

## **Staff Training**

In line with Minimum Standards of Day Care and Childminding, 2012, all staff members employed via the childcare department will receive Fire Safety training and Fire Extinguisher training. This training will be updated every 3 years or as and when necessary. Volunteers and Trainees will also be given opportunities to attend training. The childcare department must carry out monthly fire drills to ensure that all staff, trainees and volunteers have full comprehension of emergency evacuation procedure - these will be recorded in the fire safety folder.

## **Fire Risk Assessment**

Carrying out a fire risk assessment is essentially a matter of applying common sense in consideration of the premises for which you have responsibility and identification of anything which could cause harm from fire. It will allow you to make an informed decision on whether you have taken sufficient precautions or whether you need to do more to minimise the risk from fire.

### **Step 1: Identify the Hazards**

- Sources of ignition such as naked flames, heaters or some commercial processes;
- Sources of fuel such as built up waste, display materials, textiles or overstocked products;
- Sources of oxygen such as air conditioning, medicinal or commercial oxygen supplies.

### **Step 2: Identify the people at risk**

- People working near to fire dangers;
- People working alone or in isolated areas;
- Maintenance staff, contractors, passers-by and people present outside normal working hours such as cleaners and security guards;
- Visitors and members of the public;
- Individuals and groups who may be especially at risk, e.g. young or inexperienced workers, people with mobility or sensory impairment, pregnant workers, etc.

### **Step 3: Evaluate, remove, reduce and protect from fire risk**

- Replace highly flammable materials with less flammable ones;
- Make sure you separate flammable materials from sources of ignition;
- Have a safe smoking policy.


### **Step 4: Record, plan, instruct, inform and train**

- Record the significant findings and actions taken to remove/reduce the risk from fire;
- Develop and implement an appropriate emergency plan;
- Inform and instruct relevant persons on the actions to be taken in the event of fire;
- Deliver training to employees, particularly those with specific duties, e.g. fire marshals.

## Step 5: Review Fire Risk Assessment

- At regular intervals;
- Whenever it is no longer valid, e.g. after a significant incident or "near miss";
- If there has been a significant change in the workplace, e.g. changes to plant, equipment, processes, substances used, personnel, etc.

(All information has been taken from <https://www.nifrs.org/firesafe/5steps.php> ) Short and long fire risk assessment recording forms can be found at <https://www.nifrs.org/firesafe/guidance.php>

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25



## **Adverse Incident Policy and Procedure**

Greenway Women's Group (hereafter referred to as the Organisation) will ensure that in the event of an internal/or external incident which could impact on the safety of board, staff members, volunteers, participants or users of the centre.

All incidents are formally recorded and thoroughly investigated as a remedial action.

However immediate response to incidents which are beyond the control of either the organisation and or staff members must responded to in a manner which is effective and efficient. The goal is to ensure the prevention of injury, to children, parents, Board, Staff members, volunteers and centre users.

In the event of serious untoward incident board members, employed staff and independent contractors/tutors are required to respond in accordance with this policy.

### **DEFINITIONS**

Accident/Incident — any event that occurs which could result in (or has the potential to result in) harm, to persons, property, equipment, assets etc.

**Examples:**               Wet floor  
                                  Obstructions on stairs  
                                  Obstructions in hall ways or landings

Serious untoward incidents are those defined as follows:

Any other type of event which could result in (or has the potential to result in) loss, injury or harm to Board, staff members, volunteers, participants, and/or children under our care.

**Examples:**               Fire  
                                  Gas Leak

**Hazard** — Anything with the potential to cause harm, loss, damage or injury

**Examples:**               Lift not working properly  
                                  Fire Extinguishers not in working order  
                                  Emergency Lighting not operating  
                                  Physical obstructions  
                                  Wet or overly polished floors

**Risk** — the likelihood of harm, loss, damage or injury occurring.

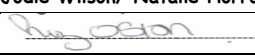
**Risk Profile** — the relationship between the hazard, the risk and the severity of the outcome of the accident/incident

The greater the risk rating value, the greater the risk issue for the Organisation and the more detailed the risk management response required.

**Procedure**

- As a preventative measure risk assessments should be carried out to ensure action plans are put in place. (Please see Risk assessment policy)
- All risk assessments should be reviewed and up dated as and when required.
- The emergency evacuation procedure should be followed if required.
- Parents/Carers should be notified ASAP.
- Emergency evacuation information should be displayed in each room and throughout the centre to ensure everyone knows escape routes and roles.
- All incidents should be recorded and investigated and emergency evacuation should be evaluated.
- All adverse incidents should be reported to;-

**The Early Years Services,  
 Everton Complex  
 585-587 Crumlin Road  
 BELFAST  
 BT14 7GB  
 Tel: 02895042811**

<b>Reviewed/Updated/ New by:</b>	Jodie Wilson/ Natalie Horrocks	24/04/24
<b>GWG Chairperson signature:</b>		24/04/24
<b>NEXT REVIEW DATE:</b>		24/04/25

## Infection Control Policy & Procedure


### Statement of intent

All childcare staff are required to follow the procedure in order to minimise the spread of infection.

**Where a child comes into setting and is displaying symptoms of sickness childcare staff must assess the situation and inform Childcare Managers of their concerns, Childcare Managers will then assess the situation and only then will the decision be made by Childcare Managers if the child needs to be sent home.**

- Childcare staff will cover cuts, breaks in their skin, scratches or moist skin conditions with a waterproof dressing when they are working in the childcare facility
- Dressings and plasters will be changed as often as necessary, and these will be blue if the childcare staff will be involved in preparing food
- Childcare staff must report symptoms of sickness to the Childcare Managers or Centre Manager
- Childcare staff must observe the correct exclusion period for infectious diseases and advice will be sought if in doubt – following the PHA guidance
- Some infections if caught by a pregnant woman can pose danger to her unborn child
- Chicken pox, rubella, parvovirus if there is an outbreak in the childcare department the Childcare Managers will inform parents immediately
- If a pregnant member of staff comes into contact with the above she will contact the Centre Manager and her GP
- Staff will wear protective clothing and equipment when required, e.g. gloves and aprons will be required during nappy changes and toileting. Also if a child vomits staff should put gloves on before cleaning areas and follow the correct cleaning procedure
- Managers must be up to date in Public Health Agency (PHA) Guidelines and must inform the Public Health Agency if an outbreak occurs
- Public Health Agency Guidelines will be displayed in all rooms
- Managers will provide each staff member with a copy of PHA: 'Best Practice Advice for Nurseries and Child Care providers'  
<https://www.niinfectioncontrolmanual.net/nursery-guidance>
- Waste will be disposed of in the following ways:
  - Nappy waste- will be placed in a nappy bag and disposed of in nappy bin in children's toilet- gloves will then be removed and hands will be washed
  - Rubbish- will be placed in black bin, bag will be removed at end of each day and placed in an external bin, and bin will then be disinfected

**See Appendix 1 for PHA Guidance on Infection Control in schools and other childcare settings**

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## Management of Medicines policy & Procedure

- Each room must contain a first aid box the contents of which must meet the Minimum Standards guidance and must be checked on an annual basis to ensure all contents are in date.
- Each first aid box and any medicines must be kept out of reach of children.
- A poster must be displayed detailing the designated First Aid contact.
- Prescribed medicines will not be accepted without complete written and signed instructions from the parent.
- Staff will not give non-prescribed medicine to a child unless there is specific prior written permission from the parent to allow staff to administer medicines. This form must contain name of child, date, name of medicine, dosage + time required and signature however staff should make sure that this information is the same as that provided by the prescriber. This form should be kept in child's folder and staff who may be administering should be aware of details.
- Each item of medication must be delivered to the setting, in normal circumstances by the parent, in a secure and labelled container as originally dispensed or purchased. Each item of medication must be clearly labelled with the following information:

- Child's name;
- Name of medication;
- Dosage;
- Frequency of administration;
- Date of dispensing;
- Storage requirements (if important); and Expiry date.


### **Unlabelled prescribed medication will not be accepted**

- After medicine is administered the time, date, dosage and signature of staff member should be recorded and parents made aware of details
- All medicines are stored securely in a locked container/cupboard which is inaccessible to children and in accordance with the manufacturer's instructions. This could necessitate storage in a refrigerator therefore COSHH procedures should be adhered to
- Staff who manage and/or administer medicines receive training or guidance and are competent to do so. A record is kept of all medical management training.
- Each room should have any known allergies displayed alongside a picture of the child and medical advice
- All early years settings **must** keep written records of all medicines administered to children
- It is the responsibility of the parent to notify the setting in writing if the child's need for medicine has ceased
- Staff will not dispose of medicines. Date expired medicines or those no longer required for treatment will be returned to parents for transfer to a community pharmacy for safe disposal

## **Procedure**

### **Before a medicine is administered to a child, the following practices are followed:**

- The child's personal medication record is consulted to identify the medicine, dosage instructions required and to confirm when the medicine was last administered;
- The medicine pack is checked to confirm it is labelled with the child's name, dosage instructions and to ensure the expiry date has not passed;
- Medicine doses are prepared immediately prior to their administration from the container in which they are dispensed;
- The correct dose is identified and appropriately administered at the specified times according to the prescriber or manufacturer's instructions which should be clearly written on the medication label or product;
- (In the case of Day Care) 2 members of staff are present, one of which is the designated member of staff;
- When the medicine is administered, the medication record is immediately updated with details of the dose given, names and signatures of the staff involved and the time and date;
- Any refusal of medication by the child is recorded and reported to the parent;
- Parents are informed daily of the medicines that have been administered to their child.

<b>Reviewed/Updated/ New by:</b>	Jodie Wilson/ Natalie Horrocks	24/04/24
<b>GWG Chairperson signature:</b>		24/04/24
<b>NEXT REVIEW DATE:</b>		24/04/25

## **Healthy Eating Policy & Procedure**

The UN Convention on the Rights of the Child (1991) states:

“Children have the right to be as healthy as possible, live and play in a safe healthy, unpolluted environment and benefit from preventive health care and education”

Greenway Women’s Group childcare department are committed to promoting children’s health and to encourage healthy eating habits. The childcare department will therefore endeavour to provide snacks and food which are healthy and nutritious and help to provide children with the energy and the nutrients they need, to sustain them throughout their time in our care.

### **Procedure**

#### **Breakfast**

- Will be provided every morning on arrival for all children
- Will consist of a choice of cereals with full fat milk/Toast (dietary requirements will be taken into consideration)
- Only cereals which are nut free will be used
- Cereals are added to the cereal dispenser and individual spoons and bowls are provided
- Children will be encouraged to have morning snack however other activities will be available if they choose to not have snack
- Children should be encouraged to dispense cereal and pour milk

**Lunch** A well balanced nutritious lunch will be provided for the children each day from one of the four main food groups for the small fee of £1.00 per day. When possible we aim to provide natural and organic food.

1. Bread, cereals, rice, pasta and potatoes
  2. Fruit and vegetables- should be washed before use
  3. Milk and dairy foods
  4. Meat, fish and alternatives
- All puddings provided are based on fruit and/ or milk
  - Fresh fruit is always available
  - Special therapeutic dietary needs are respected. Parents are requested to put any special therapeutic dietary needs onto their child’s registration form and to make childcare staff aware of these needs
  - As a precautionary measure Greenway Women’s Centre childcare department is a nut free zone. Parents should be informed of this and appropriate posters placed to reinforce this
  - All staff should be made aware of allergies/intolerances; the child’s name should be displayed on allergy board. Details of allergens used are displayed in the kitchen
  - Staff should ensure that any lunch for a child with an allergy is prepared separately from other lunches
  - Mealtimes are used as an opportunity to encourage good social habits
  - Cultural dietary needs are respected. Parents/Carers are requested to put any cultural dietary needs onto their child’s registration form and to make childcare staff aware of these needs

- Sweets and fizzy drinks are not offered. There are some exceptions i.e. celebration days/birthday parties etc. however parents/carers will be informed of this and asked for consent beforehand
- Water is always regularly available throughout the day
- Milk and water should be offered at lunch
- Staff will ensure good hygiene including keeping nails at a short length and hair tied back
- The centre is registered with Environmental Health Food Safety and receives random inspections

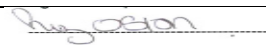
### Special occasions

At celebrations and special occasions childcare staff will encourage children to focus on the sense of shared occasion rather than the provision of sugary foods. Therefore a few treats may be offered with the consent of the child's parent/carer and are not consumed on site but taken home and eaten under parental/carer supervision.

### Activities

- Healthy eating is promoted through a range of activities for the children including role play, stories, music, outings and cookery
- The childcare staff promote children's involvement when preparing their daily breakfast and lunch
- The childcare staff will promote healthy eating campaigns and initiatives through the children's group time activities

The implementation of this Healthy Eating policy will not only relate to the provision of healthy snacks provided by the childcare department we also strongly recommend that parents/carers provide nutritionally balanced packed lunches and be aware of the amount of sugar and salt that they are giving their children. This is in order to promote the nutrition and general wellbeing of our children and enable them to make healthy food choices for themselves in the future.

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## Food Hygiene and Menu Planning

Childcare staff will ensure that good food hygiene is followed and every precaution is made to minimise infection.

### **Procedure**

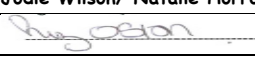
- Snack tables will be washed with a clean cloth and detergent prior and after snack time and should be sprayed with Milton at the end of each day on a daily basis.
- The children's snacks will be served on individual plates which are easily washed.
- All snack time utensils and equipment will be washed thoroughly on a daily basis.
- Juice cups, spoons and bottles will be washed daily in hot soapy water or alternatively can be placed into the dishwasher.
- Domestic staff member will ensure to take part in all appropriate food training when necessary.

### **Menu Planning Procedure**

Greenway Women's Centre sessional day care understands the importance of a nutritional and balanced diet which incorporates dietary, religious and cultural requirements. During a 5 hour session children will be offered water throughout the day and a buffet lunch.

Menu planning will take place taking in the following way:

- Parents will be given the opportunity on the registration pack and during induction to disclose any special dietary requirements and allergies
- Staff will adhere to information provided in the 'Nutrition Matters in the Early Years' guidance
- Childcare Managers will be in charge of gathering ingredients for lunch at the beginning of each week
- Each snack will contain options of the four main food groups to ensure choices are available
- The lunch menu will be displayed outside each childcare room

Reviewed/ <del>Updated</del> / New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25



## **Allergy Policy**

The purpose of this policy to ensure allergic reactions are minimised or where possible prevented and staff are fully aware of how to support a child who may be having an allergic reaction.

Allergic can involve any of the following:

- grass and tree pollen – an allergy to these is known as hay fever (allergic rhinitis)
- dust mites
- animal dander (tiny flakes of skin or hair)
- food – particularly nuts, fruit, shellfish, eggs and cow's milk
- insect bites and stings
- medication – including ibuprofen, aspirin, latex – used to make some gloves
- mould – these can release small particles into the air that you can breathe in
- household chemicals – including those in detergents and hair dyes

Source of information: (<https://www.nidirect.gov.uk/conditions/allergies> )

### **Manager's Duties**


- Staff will be made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include:
  - a rash or hives
  - nausea
  - stomach pain
  - diarrhoea
  - itchy skin
  - runny eyes
  - shortness of breath/wheezing
  - chest pain
  - swelling of the mouth or tongue
  - swelling to the airways to the lungs
  - worsening of asthma or eczema symptoms
  - anaphylaxis
- An allergy record will be kept in the within both childcare rooms and kitchen Will ensure that kitchen is equipped with essential items to ensure that a separate preparation area is available to lower any chance of contamination.
- The Childcare Managers must carry out a full Allergy Risk Assessment Procedure with the parent prior to the child starting the nursery. The information must then be shared with all staff.
- Ensure at least 2 members of staff have been trained in anaphylaxis at all times and this is updated every 3 years.
- Ensure all staff are trained in First Aid which includes administration of an EpiPen.
- The managers will work with parents to ensure a child with specific food allergies receives no food at nursery that may harm them. This may include designing an appropriate menu or substituting specific meals on the current nursery menu.
- Information will be passed on by parents from the registration form regarding allergic reactions and allergies and must be shared with all staff in the nursery.
- Ensure 'NUT FREE' signs are displayed on parent's noticeboard and in drop in area. Parents/carers also made aware via welcome pack at registration.

### Staff duties

- Domestic staff member will ensure all food prepared for a child with a specific allergy will be prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type, e.g. nuts.
- If a child has an allergic reaction to food, a bee sting, plant etc. A First Aid trained member of staff will act quickly and administer the appropriate treatment. Parents must be informed and it must be recorded in the incident book.
- Staff must remain calm always; children who witness an allergic reaction may well be affected by it and may need lots of cuddles and reassurance.
- All incidents will be recorded, shared and signed by parents at the earliest opportunity.
- If the allergic reaction is severe a member of staff will summon an ambulance immediately. We WILL NOT attempt to transport the sick/injured child in our own vehicles.
- Whilst waiting for the ambulance, we will contact the emergency contact and arrange to meet them at the hospital.
- A senior member of staff must accompany the child and collect together registration forms, relevant medication sheets, medication and child's comforter.

### Parent/Carer duties

- Parents providing their child's food must adhere to a list of allergies which will be present on the parents' notice board. They must not bring in any foods listed. This is to prevent children encountering their allergens. If staff do notice any of these foods then they will be removed for the child's lunch box and returned to the parents.
- If parents/carers receive a care plan this should be also given to the nursery to display and for staff to adhere to.
- If a child receives a new allergy diagnosis, parents should inform nursery staff ASAP and fill in a medical administration form if required.

Reviewed/ <del>Updated</del> / New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

# Maintenance and Storage of Equipment

## Purpose of Policy


To ensure that Greenway Women's Group childcare department complies with health and safety regulations and other legislative requirements.

## Who is Responsible?

The Childcare Managers have overall responsibility to ensure that all equipment and resources are in good condition and pose no risk to the health and safety of the children, staff, volunteers, trainees or other centre users. Each staff member also has responsibility to carry ongoing checks throughout the day and if they deem that a piece of equipment presents a hazard then they should immediately remove the piece of equipment from use and mark it as 'broken'.

## How will the Policy be implemented?

- Equipment and materials are purchased from reputable suppliers
- Equipment complies with British Standards for Safety (BS EN 71)
- Equipment is checked before use to ensure that it is safe for the children and the staff, any broken items will be removed from use
- All electric equipment will be PAT tested annually
- All soft furnishings are washed regularly to minimise the spread of infection these can include bedding, role play clothing, cushions and mats
- Soft toys will only be used to support storytelling and will be steamed regularly
- All equipment is cleaned on a regular basis with either warm soapy water or anti-bacterial cleaner to ensure that the spread of infection is minimised. The room will be steamed at the end of every session
- A choking gauge will be provided and any items that may present a choking risk will be measured using this gauge and disposed of if necessary
- Any equipment regularly mouthed by children will be washed immediately after play
- A risk assessment will take place before first use and regularly reviewed after
- Equipment and materials will be stored logically in order to be easily accessed and reduce risk to children and staff e.g. heavy boxes will be stored at the bottom of shelves whilst smaller lighter boxes at the top
- Loose parts will be used however a risk assessment will take place beforehand and activities will be supervised by staff members

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## Transportation Policy

Greenway childcare takes the safety of children seriously and realises the responsibilities required when transporting children. We will ensure all legal requirements are met, that a risk assessment is carried out before each trip and risk assessments are reviewed annually.

### **Cars**

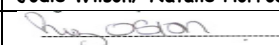
- We will ensure that there is one seat per child and correct child safety equipment is used.
- The vehicle will have a valid M.O.T. certificate.
- The vehicle will have a working fire extinguisher.
- The vehicle will carry a first aid kit.
- We will ensure that no side facing seats are used.
- The setting will be insured for liabilities to third parties, (which covers passengers in the vehicle).
- The driver will hold a full driving licence and will have been vetted accordingly.
- If there are four children or more then, at least one non-driving escort will be in the vehicle.
- We will obtain written permission from parents prior to transporting children.
- All transportation used by Greenway childcare will be covered by business use insurance.
- A register of parent's contact details will be carried at all times.

### **Minibuses**

- We will ensure that there is one seat per child
- All seats will be equipped with appropriate seat belts
- The vehicle will have a valid M.O.T. certificate and appropriate insurance
- The vehicle will have a fire extinguisher and first aid kit
- The driver will hold the appropriate category on his driving license and will be vetted accordingly
- If there are four children or more then, at least one non-driving escort will be in the vehicle
- We will obtain written permission from parents prior to transporting children
- All transportation used by Greenway childcare will be covered for business use insurance
- A register of parent's contact details will be carried at all times

### **Walking**

- During walks children should all wear appropriate wrist safety bands or be placed into a 5 point harness pushchair
- All children will wear our hi vis vests with Greenway's logo and contact number
- Each child will also wear a hand strap
- Staff should remain in ratio
- Headcounts should be gathered before leaving, during walk and before returning
- Staff should promote and model safety rules whilst out these include road safety, holding hands, not running away

<b>Reviewed/Updated/ New by:</b>	Jodie Wilson/ Natalie Horrocks	24/04/24
<b>GWG Chairperson signature:</b>		24/04/24
<b>NEXT REVIEW DATE:</b>		24/04/25

## Smoking Policy & Procedure

### Principles

In line with The Smoking (Northern Ireland) Order 2006, we are required to provide a safe, healthy and smoke free environment for children and centre users. Childcare staff need to be aware and take action to ensure that children are not exposed to smoking in any way when attending Greenway Childcare Facility.

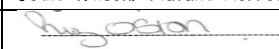
### Statement of intent

Greenway Women's Group recognises the dangers that smoking and second hand smoke has on children. This policy is designed to protect children from these dangers. We aim to encourage children to make healthy lifestyle choices. To do this staff will provide children with positive role models in themselves.

### Procedures

In order to do this we will:

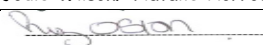
- Childcare staff uniform must be removed or covered with outer layer to prevent smoke clinging to clothing
- Ensure that childcare staff are not witnessed by parents or children smoking when in uniform
- A designated smoking area is positioned to avoid non-smokers exposure to second hand smoke
- Appropriate bins for the disposal of cigarette butts are provided
- Entrances and exits are clear to avoid non-smokers passing through a cloud of smoke to enter a building
- All smokers will wash hands thoroughly on their return to the building
- Smoking policy is displayed in a prominent position
- Smoking policy is included in childcare policy file and all staff, volunteers and trainees who work with children on our premises will be required to sign that they have read and will adhere to policies contained therein

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## Face Painting Code of Conduct

**During celebrations and holidays we may offer a face painting service. We aim to deliver the face painting service by following these guidelines below to ensure that staff work in a safe and practical fashion when face painting children.**

- High quality and professional face paints will be used- should be fully vetted
- All children that partake in face painting have been granted permission by their parent/carer
- No child with any kind of skin condition will be painted
- Utensils, containers, brushes and sponges will be thoroughly cleaned throughout the session
- Brush water will be changed frequently
- Appropriate care and attention will be given when painting around children's eyes
- Children's faces and hands will be cleaned before painting commences
- Disinfectant will not be added to the water used
- Children will only be painted with parental consent
- Skin tests will be carried out especially on those children who have never had face painting done before
- Face painting will only be carried out by staff that has been trained or professional face painters

<b>Reviewed/Updated/ New by:</b>	Jodie Wilson/ Natalie Horrocks	24/04/24
<b>GWG Chairperson signature:</b>		24/04/24
<b>NEXT REVIEW DATE:</b>		24/04/25

## **Head Lice Policy & Procedure**

This policy has been developed to promote a coordinated approach to the control and effective management of head lice infection, and to assist parents/carers, children and staff in reducing anxiety that often surrounds this infection. A sensible approach to the problem is paramount as many cases of suspected head lice are not true infections and are the result of a psychogenic itch upon hearing of other cases. Consequently it is important that a case of head lice is not diagnosed unless a living moving head louse is seen in the hair. The main symptom from head lice is itching. Early detection is crucial in order to control an infection among close head contacts. Greenway Childcare Department recommends that parents and carers of children attending use the detection combing method before any chemical treatment is used.

### **Procedure**

#### **Detection combing method. You will need**

1. A plastic fine toothed comb
2. An ordinary comb
3. Tissue paper
4. Good lighting
5. Time (approx 20 minutes for average hair)
  - Wash hair as normal with shampoo
  - Apply enough conditioner to cover hair thoroughly
  - Comb the hair with an ordinary comb to remove tangles
  - If the hair is long separate into sections to make combing easier
  - Start with the teeth of the fine tooth comb touching the scalp and draw the comb carefully towards the edge of the hair
  - After each stroke check the teeth of the comb (in good lighting) for lice and if necessary use a piece of tissue to wipe the conditioner of the comb to look for the lice
  - Continue this method until whole head is done
  - If there are any lice present you should find one in the teeth of the comb

If any lice are found using this method then a chemical treatment may be needed. (Consult GP or pharmacist) It is our recommendation that all members of the household's heads are done using this method first.

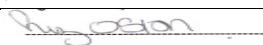
#### **Responsibility of parents/carers**

- To comb /brush their own and their children's hair routinely to help identify a head lice infection at the earliest possible stage
- To inspect hair for lice regularly i.e. once a week
- To inspect hair for lice especially if head to head contact with an infected person has occurred or when members of the household have been named as contacts
- To promptly treat (at the same time ) any members of the family who have head lice infection (has living moving louse)
- Only use the chemical treatment when infection is present NEVER as a preventive measure
- To inform the childcare staff if any infection is present (confidentially will be maintained at all times)

### Responsibility of childcare staff

- On the rare occasions that head lice are present on any child attending the childcare staff will support parents/carers by giving them clear informed advice such as Instructions on proper diagnosis by detection combing
- Reassurance and guidance
- The avoidance of unnecessary or inappropriate treatments
- The thorough and adequate treatment of definitely confirmed infections using a chemical lotion

In some cases if treatment is not being thoroughly carried out the childcare staff may ask you to remove your child until such time as treatment has been carried out successfully. This procedure is put in place with regard to the protection of health and wellbeing of **all** children attending Greenway childcare facility.

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25



## Staff Development and Training

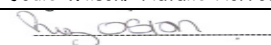
Greenway Women’s Centre highly values its staff. It is in the interests of the setting, the children, families, and the individual, that each staff member is given the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children.

Personal and professional development is essential to maintaining the quality and delivery of high quality care and education for young children in early years. It underpins all aspects of curriculum delivery and positive interactions. At Greenway we ensure that at least 50% of staff are qualified or equivalent in childcare and education and aim towards 100%. Other staff working at the greenway will either be qualified to Level 2 or undertaking training. We strongly promote constant professional development and all staff have individual training records and continued professional development plans to enhance their skills and expertise.

External training and support is sought as appropriate to the needs of the nursery and the children attending and to renew/update staff qualifications.

### **To facilitate the development of staff we:**

- Lead and role model with staff, and offer encouragement and support to achieve a high level of morale and motivation
- Promote teamwork through ongoing communication, involvement to enhance practice
- Provide opportunities for delegation based on skills and expertise to offer recognition and stimulate staff
- Encourage staff to contribute ideas for change within Greenway and hold staff meetings and team meetings to develop these ideas. Meetings are also held to discuss strategy, policy and curriculum planning
- Encourage staff to further their experience and knowledge by attending relevant external training courses
- Encourage staff to pass on their knowledge to those who are less experienced and disseminate knowledge from external training to small groups of staff within the day care
- Provide in-house training relevant to the needs of Greenway as and when possible
- Carry out ongoing supervision with all staff. Staff appraisals are carried out every year where objectives and action plans for staff are set out, whilst also sourcing training according to their individual needs
- Develop a continued professional development plan addressing both qualifications and continuous professional development needs of the setting and of individual staff
- Promote a positive learning culture within the setting
- Delegate responsibilities according to an individual’s expertise
- Carry out training needs analysis for all individual staff, the team as a whole, and for the day care
- Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning
- Provide inductions to welcome all new staff and assign a senior member of staff to support new staff and offer support and guidance.

<b>Reviewed/Updated/ New by:</b>	Jodie Wilson/ Natalie Horrocks	24/04/24
<b>GWG Chairperson signature:</b>		24/04/24
<b>NEXT REVIEW DATE:</b>		24/04/25

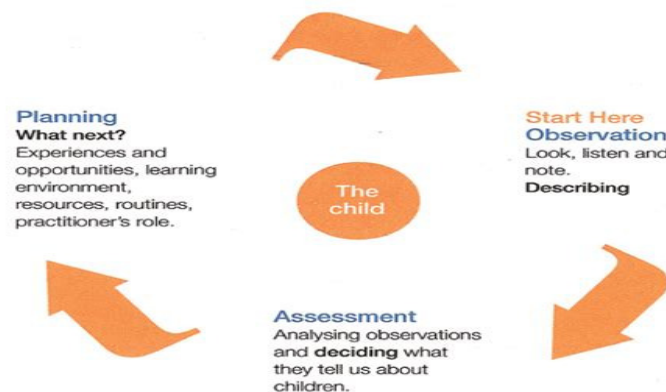
# Observation, Assessment and Planning Policy & Procedure

Observation, assessment and planning all support a child's development and learning. Planning starts with observing children in order to understand and consider their current interests, development and learning.

**Observation** - Observation describes the process of watching the children in our care, listening to them and taking note of what we see and hear.

**Assessment** - We assess children's progress by analysing our observations and deciding what they tell us. We also need to find out about children's care and learning needs from their parents and from these we can identify the children's requirements, interests, current development and learning.

**Planning**- We plan for the next steps in children's development and learning. Much of this needs to be done on the basis of what we have found out from our own observations and assessments as well as information from parents.



## **Observation**

Observation is a term for one of the most important aspects of day-to-day professional practice when working with children. It is how we find out the specific needs of individual children by carefully looking, listening and noting the activities of a child or group of children. Observation allows us to understand a child as unique and individual. Observation includes both formal (planned) and informal (spontaneous/in the moment) carried out as you work with the children.

Carrying out regular observations is vital because it ensures that we put the child at the centre of our practice. We can discover what new skills and abilities emerge over time through observation.

Observation enables us to identify each child's likes and dislikes and their responses to different situations such as care routines or new people. Observation helps us assess children's progress; we can find out about the specific care and learning needs of each child. We can then either respond in the moment or plan next steps in children's development and learning.

### **Skills required to observe:**

- Looking – we need to watch what the individual child is doing during the time of the observation, how and where they like to spend their time. Having a good understanding of child development is important. It also helps if you have some understanding of the child's current development and the particular way the child is learning, for example, gathered through information from parents.
- Listening – we must pay attention to the interactions of the individual child with different adults and between different children.
- Recording – we can note important features of the child's responses, behaviour, learning and development accurately and as soon as possible after observing them. Not all observations that you make will be written down, but it is helpful to record significant experiences and milestones that children achieve.
- Being objective - looking, listening, recording and thinking all require the need for objectivity: not allowing preconceptions to influence what you have observed. For example, you may have concerns that a child does not communicate very often, but keeping an open mind about this will mean you are more likely to gather better evidence to either support or clear up your concerns. You may find that although the child is often very quiet, she is using body language that is being ignored, that she communicates well with peers but not with adults or that certain activities or interactions seem to make communication easier or harder for her. Your observations will also help you recognise the child's needs more accurately and to identify if there is any cause for concern. Each child's emotional well-being has a very strong influence on the way the child develops, including their ability to learn, to communicate, their behaviour, their curiosity and their ability to cope with new experiences.

### **After carrying out our observations, we then need to reflect on what they are telling us about the child by:**

- Thinking – we then think about what we have seen and this leads into assessing and planning. You can also talk with the child's parents and other practitioners to help you clarify your thoughts.
- Questioning – we may sometimes need to ask questions in order to clarify, confirm or reject ideas about what we have observed. Where a child is able to respond, our questions may be directed to them. Sometimes our questions may be directed to their parents.

### **Types of observation**

There are several types of observation and the method you choose will depend on what else you are doing while observing. Most of the observations carried out in early childhood settings are observations we call 'participant observations' - carried out while you are playing and working with the children. Others will be 'incidental' and spontaneous – things you noticed happening which you felt were significant and should be noted down – and some of them will be planned, where you stand back to watch the child. These planned observations usually last for anything from between three and ten minutes.

Other types of evidence of children's learning and development we may also take photographs or video a child when they are involved in splashing in puddles, or when they are making marks on paper which they tell us is their writing. Sometimes we will retain evidence of a child's learning by making a recording of their music, their story or their songs. On other occasions, we may retain physical evidence such as photographs of a model or a weaving they have made, or pieces of their work, such as a picture. Consider the different types of evidence you will use to help you make assessments and learn about the children. As well as your observations, you may be using photographs or tape recordings, for example, of children telling a story. When you have identified your evidence you may wish to add it to a record of the child's achievements, which will help you ensure you keep up to date information about each child which will provide a wonderful resource for parents. Involving children from the earliest age, the children should be involved and this is part of the assessment for learning process (see below). The United Nations Convention on the Rights of the Child Article 12 states the right of the child to express an opinion and to have that opinion taken into account, in any matter or procedure affecting the child. Sharing the child's record together provides an ideal opportunity for celebrating achievements and discussing future plans. Even with babies it is a valuable chance to delight together in their achievements.

### **Involving parents**

Parents know their children intimately. For practitioners, therefore, building a close, trusting and reciprocal relationship with parents needs to begin before a child starts in a setting. Parents need to be involved as part of the ongoing assessment process, sharing their views and observations about the child's development with practitioners and being involved in planning what opportunities and experiences to offer the child next. For parents where English is not their first language and those who find reading and writing difficult, it is important for practitioners to find ways to meaningfully engage them in the observations, assessment and planning process. Practitioners should do all that they can to ensure effective two-way communication between parents and the setting to support children's learning. Through 'in the moment planning' parents will be asked to provide specific feedback which can then be incorporated into planning.

### **Assessment**

Assessment is the process of analysing and reviewing what we know about children's development and learning – for example, what we observed. We need to ask ourselves: what does our observation and any other evidence of learning we have collected (such as examples of the child's mark-making, information from parents, a photograph we took or video recordings we have made) tell us about the child's learning and development? What was new – something we had not observed before? When we do this regularly we have evidence of children's progress over time and we gain insights into children's learning, development and their needs. Effective assessment involves evaluation or decisions about the child's progress and their learning and development needs and gives us the information we need to plan for the next steps. This is called assessment for learning: it is the formative assessment, based on observations, which informs or guides everyday planning. Another form of assessment is summative assessment. This is a summary of all the formative assessment carried out over a long period and makes statements about the child's progress.

Through using the EYFS Characteristics of Effective Learning (CoEL) practitioners can reflect on the different way children learn.

<b>Playing and exploring</b>	<b>Active Learning</b>	<b>Creating and Thinking Critically</b>
<b>Finding out and exploring</b> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Engaging in open ended activity</li> <li>• Showing particular interests</li> </ul>	<b>Being involved and concentrating</b> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of energy, fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> </ul>	<b>Having their own ideas</b> <ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Finding ways to solve problems</li> <li>• Finding new ways to do things</li> </ul>
<b>Playing with what they know</b> <ul style="list-style-type: none"> <li>• Pretending objects are things from their experience</li> <li>• Representing their experiences in play</li> <li>• Taking on a role in their play</li> <li>• Acting out experiences with other people</li> </ul>	<b>Keeping on trying</b> <ul style="list-style-type: none"> <li>• Persisting with activity when challenges occur</li> <li>• Showing a belief that more effort or a different approach will pay off</li> <li>• Bouncing back after difficulties</li> </ul>	<b>Making links</b> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> </ul>
<b>Being willing to have a go</b> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Seeking challenge</li> <li>• Showing a 'can do' attitude</li> <li>• Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>	<b>Enjoying achieving what they set out to do</b> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals</li> <li>• Being proud of how they accomplished something not just the end result</li> <li>• Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>	<b>Choosing ways to do things</b> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>• Checking how well their activities are going</li> <li>• Changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul>

## **Planning**

There are three types of planning - long-term, medium-term, and short-term.

### **Long-term planning**

This concerns the overall guidance for the children contained in the EYFS Framework Document. Long-term planning provides a structure which helps you:

- Ensure that you cover all the areas of Learning and Development and the Principles in the EYFS Framework.
- Identify the links between the different areas of Learning and Development and the Principles.
- Think about how you balance activities both indoors and outdoors with quiet times and quiet spaces throughout the day.
- Identify the key areas for supporting babies and young children.

## **Medium Term planning**

### **Generally outlines:**

- Types of experiences and activities appropriate to your group of children supporting the different EYFS Principles.
- Overall daily routines which will include: babies' feeding times, snack or mealtimes for children, time for unhurried arrival, settling in and leaving, provision for outdoor activities as well as indoor, quiet time or times for rest or sleep, time for stories and for individual or very small group interaction with staff.
- Main resources such as: planning for room areas to include comfort or quiet areas, home corners, messy play, clear access to equipment for older children to use independently (for example, books at child height). Consider if there is room for babies to move around safely if there is limited physical space, for example, if the setting is in a church hall. Recording the potential learning of the environment and the role of the adult in supporting children's play and learning.
- Planning for observation and assessment to further evaluate individual needs within group settings.

Medium-term planning informs or helps you focus on short-term planning. Above all you are meeting the needs of the children in your group at this point in time.

### **Short-term planning**

This involves setting out what is to be included on a day-to-day basis (depending on the needs of the children) within the broad framework outlined above, based on your observations from the previous day which you may have added 'next steps' for when the child next attends. This enables much more focus on what specific needs the children have, and how these will be met.

### **Such plans will include:**

- Resources – for example, some of the children may want to set up a supermarket in the role-play area and you will need to indicate the materials and equipment that will be needed for the children and yourself. What space or room arrangement will be required, and what health and safety considerations will be appropriate? How will this fit in with the needs of younger children who may not be directly involved?
- Experiences being provided for children – how the adults will support the children and the anticipated learning outcomes. This can include singing to babies, supporting them in moving to music or shaking rattles alongside the other children. You would be focusing on the Principle of Learning and Development and assess how this would meet many of the sections within the Principle, but also how the fun and enjoyment arising would also support A Unique Child and engender positive interactions.

**Reflective questioning - We should take the following into consideration when establishing an observation, assessment and planning cycle:**

### **Observation**

- What is it like for a child here?
- Are all practitioners responding to observations about children's progress?
- How do peer on peer observations encourage professional communication and help practitioners develop a 'shared language' about teaching and learning?

### **Assessment**

- How are children's starting points assessed? Who is involved in this process?
- Do children and parents have a voice in the assessment process? How?
- Are our tracking systems effectively building a picture of a child's progress?
- How do we seek and share assessment information with parents? Is it effective?
- How are interventions put in place to support all children and enable them to succeed?
- How do we build effective relationships with other professionals?
- What difference are we making and how do we know? Are we narrowing the gap?

### **Planning**

- Is our planning purposeful? How does it meet the needs of all children?
- How does our planning build on children's interests?
- How are planning systems embedded in practice and consistently applied throughout the setting?
- How do practitioners support and extend children's learning, develop their language, feed in new vocabulary and challenge children's thinking?
- Are we effectively sharing information and working in partnership with other providers, schools and professionals? How? When?

### **Leadership and management**

- As leaders and managers do we have a clear vision for our setting?
- How do we inspire our staff and lead by example?
- Is our expectation of the staff's performance and quality of teaching equally high? How do we monitor performance and quality of teaching and learning?
- How do we take the necessary next steps to improve the quality of teaching?
- Do we have a clear understanding of the progress children are making?
- Are we working effectively with parents?
- Do we complete regular and rigorous performance management?
- Do we provide access to continuing training and professional development?
- Do we challenge poor performance?
- Do we share good practice locally?

### **Observation, Assessment and Planning Cycle**

Effective practitioners pull together the information they gather in their observations to identify aspects of the child's learning and development. This pulling together of information and thinking about what it tells us forms the basis of what is termed assessment. When we assess we are making

a judgement or decision about the child's progress and needs in one or several areas of Learning and Development. We use this judgement to plan what we will provide for the child in the future. It is important to make thorough observations, taking time to think about what you have seen and heard, because the decisions that you then make affect the planning to meet individual and/or group needs and have a very real impact on the well-being of the child.

### **Roles and responsibilities**

#### **Management will:**

- Ensure all staff are trained in the area of observation and planning
- Ensure all staff have received a copy of the EYFS Framework
- Ensure Practice Leaders are supported and have the relevant resources for developing effective plans
- Ensure Childcare Assistants are supported in developing active plans
- Review Tapestry usage ensuring staff are actively using Tapestry
- Register parents on Tapestry and develop a password and PIN, which is sent home alongside an information letter
- Ensure all confidential information is stored in line with the GDPR
- Ensure funding is available to update Tapestry software
- Support staff in the development of individual education plans
- Support staff in carrying out Wellcomm screening with parental consent
- Hold an annual planning meeting every August to forward plan and record resources needed
- Support Practice Leaders/Key workers if they identify a need
- Support staff if they have a concern about a child's development or behaviour

#### **Practice Leaders will:**

- Provide parents with information on observations at individual induction sessions when their child first enrolls- this includes showing a blank child's observation on Tapestry
- Allocate a keyworker system
- Provide parents with Tapestry consent form
- If parents opt out from using Tapestry show them alternative methods of observation
- Ensure each child has an observation folder
- Ensure baseline assessments are carried out on each child using child's assessment folder in October and March via Tapestry
- Ensure children's current interests are used to inform planning
- Introduce each parent to all staff/volunteers who will be working with their child and child's specific key worker
- Ensure Childcare Assistants are carrying out observations and understand their role
- Encourage trainees to carry out observations for experience
- Wellcomm speech and Language screening tool will be used to provide a baseline indicator of developmental level, parental consent MUST be gained before screening
- Ensure environment is enabled and set up in a work station style to provide choice, provocations can be added to area
- If a behavioural management issue arises ensure staff use the ABC Behaviour Observation Tool to identify potential triggers (found in Mastercopy folder)




### Childcare Assistants will:

- Carry out observations on a regular basis and share these with parents/carers throughout the year. This can include written short/long observations or observations uploaded to the Tapestry software
- Take on the role of keyworker to children allocated to them and get to know those children
- Bring observations to staff planning meetings to assist in planning and organising the curriculum to help meet the individual needs of children
- Have an active input into the development of weekly plans and check plans on a daily basis
- Record factual information, not opinions however if using the Tapestry software Keyworkers can add an additional comment after observation is published

### Recording worries/concerns

If a staff member is concerned about a child's development they should ensure that they are keeping up to date and accurately factual records on observations or conversations they may have in regards to the concern. Confidential recording sheets are found in the Mastercopy folder in each room. These should be signed and dated and placed into confidential record folder in a locked cabinet. Staff should also follow the reporting concerns flowchart.

Reviewed/ <del>Updated</del> / New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## In the Moment Planning

### Scope

From November 2020 we changed how we plan and assess to 'In the moment planning'. By using this new method, we feel the setting is more child-led and will give us an opportunity to work in better partnership with parents/carers as you will now be part of the planning process and will get to know more about how we can help support your child and how you can help.

We have changed the environment to make it more enabling and rather than set up activities for your child we have mainly set up workstations which have a variety of items for your child to choose to use during their play, this will give the autonomy/ free-choice over their play as they are following their interests. We will still setup some structured invitations to play however these will be limited. We ask you as parents and carers to please support us in this change. We know it will be trial and error at first, this is a big change in the way we work as practitioners but we know it will be worth it as it puts your child to the forefront.

### The Leuven Scale for Levels of Involvement

**Level 1: Extremely low:** The child may seem absent-minded and displays a lack of energy. They may go around staring aimlessly or looking around to see what others are doing. Their actions may seem passive and repetitive.

**Level 2: Low:** They are easily distracted. They might focus on a task while they are being observed, then lapse into phases of absent-mindedness – looking blankly at what is happening around them.

**Level 3: Moderate:** The child may seem involved in an activity but at a routine level. They might look like they are making progress with what they are doing but rarely show much energy or concentration.

**Level 4: High:** They are not easily distracted and seem entirely engrossed in what they do.

**Level 5: Extremely high:** The child reveals continuous and intense activity indicating the complete involvement. They are focused, creative, lively and persistent throughout nearly the entire period of observation.

<https://cheqdin.com/leuven-scale-for-early-years/>

During the keyworkers observation they will gauge if there is a 'teachable moment' through their knowledge of the children and also their professional knowledge of child development. They will then engage in a quality interaction which will support or extend your child's learning during play or look at how they can enhance the play without interrupting it especially if it is level 5.

### The parents/carer's role in our new system

If a child is due to be a 'focus child' parents will be sent a memo on Tapestry. We value the knowledge and understanding parents have of their children. Together we can plan activities to meet the child's needs and set next steps for their future learning and development. When it is a child's week to be the focus child we will let the parent know in

advance and ask that they add to Tapestry no more than 10 photos/videos of their child playing/engaged in an activity at home. We will also ask parents to answer the following questions:

- 1. Is there anything significant happening in your child's life at the moment e.g. visits, holidays, new pets, family celebrations?**
- 2. Is there anything you would like to tell us about your child e.g. new likes or dislikes?**
- 3. Is there anything you would like to ask us about your child's progress and development?**

We record our observations on Tapestry for focus children and we will continue to also take observations of all other individual children when they demonstrating new learning/ 'wow' moments even if they aren't the focus child.

We work in this way because ... "Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the 'teachable moment' – that the skilful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child's thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children's well-being and learning (planning for the next moment)." (Taken from National Standards document Learning, Playing and Interacting P.22 – 23)

We also work this way because high-level involvement occurs in child-initiated activity.

The Early Years Statutory framework (2019) fits exactly with our way of planning and teaching – in the moment.

Three Characteristics of Effective Learning (Revised EYFS 2019)

Child-initiated activity children with effective learning characteristics:

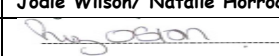
- are willing to have a go
- are involved and concentrating
- have their own ideas
- choose ways to do things
- find new ways of doing things
- enjoy achieving what they set out to do

To accurately assess these characteristics, practitioners need to observe learning that children have initiated rather than only focusing on what children do when prompted. Children need rich opportunities to initiate ideas and activities so that they can develop the learning characteristics that are assessed by the EYFS profile. These characteristics also support lifelong learning.

Whilst we are in Northern Ireland we will use some of the language in our observations as described in Ofsted definition of teaching (2015).

‘Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: **communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.** It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children’s next steps in learning and monitor their progress.’

Whilst this will be our main method of following the planning-observation-assessment cycle, we will continue to use long term and medium term plans to ensure that the environment is enabled. We also understand that this method may not be suitable for all children and if needed more specific plans or individual behaviour/education plans will be put in place. Our ultimate goal is to give children autonomy and choice over their play.

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## **Tapestry Policy**

### **Statement of intent**

At Greenway we use an online system called Tapestry to record and store all observations and assessments relating to each child. This is a safe and secure system and one that enables parents and carers to access their child's learning journey at any time. They can share it with their child, family and friends at home and also post any comments and photographs of their own, helping to create a fully holistic view of the child and strengthen the parental partnership.

### **Management duties include:**

- Training staff in the use of Tapestry, explaining sensible precautions such as keeping all access details confidential, and not permitting any material to be used without written permission from the parents/carers
- Delete staff from your Tapestry account once they have left your employment
- Prevent access to Tapestry from staff who are involved in disciplinary procedures
- Prevent access to Tapestry for parents whose children have been made inactive or have been deleted, unless they have other children at your setting
- Provide parents with information about Tapestry including how to download app and log on
- Review parental usage and gain feedback
- Secure funding to update Tapestry Software
- Ensure that children's and staff passwords are stored on computer in a password protected folder

### **Safety and security**

- Each Ipad can only be accessed by a pin known by the Childcare Staff and Manager.
- Each staff member has a secure login for Tapestry which is password and pin protected.
- The tablets are kept in a secure (locked by key) cupboard within the lunch room which can only be accessed via security code.
- Staff will be allocated time at work to update journals and assess their key children's next steps, the staff can do this either by using the tablet or can access using a computer within our computer suite. Staff are NOT permitted to download any photographs of the children onto the desktop computer used in the IT suite.
- Staff are not allowed to take any of the I pads home nor are they allowed to access tapestry from a device at their home.
- Staff must logout as soon as they have stopped working.
- If any member of staff suspects that their login details have been compromised in any way, they must inform the Childcare Managers and new login details will be created.
- The Tapestry on-line Learning Journey system is hosted on secure dedicated servers based in the UK.

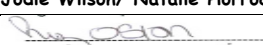
- All data held on our Tapestry account is owned by Greenway; we are registered controllers of data with the Information Commissioner's Office and are bound by the Data Protection Act.
- Photographs stored on the I pads must be uploaded to tapestry within 1 month of the photo/video being took they will then be deleted.
- Group observations can be uploaded as long as consent from parents for their child to be visible on other child's profiles are obtained.
- Observations input into the Tapestry system are moderated by a member of the management team before being added to the child's Learning Journey
- Staff should ensure that other children written about in a child's learning journey remain anonymous.
- Staff (except for the Childcare Managers) will only have access to their key children's learning journal.

## Parents

- A Tapestry account will only be created if parents give written consent. Parents should also be made aware that the profile can be removed at any time. Parents will be provided with a password and pin and informed that these should be updated immediately. Parents should also sign to say that they understand any photos with children other than their own that they choose to download should not be put online including social media unless they have made the other children anonymous (e.g. by blurring them out)
- If parents choose to opt out paper learning journals will be used as an alternative
- Parents logging in to the system can only access their own child's Learning Journal
- Parents can update their child's all about me page
- Parents may input new observations and photo's, and add comments to existing observations. They do not have the necessary permission to edit existing content.
- For parents without access to the internet but give permission for Tapestry to be used, we can print all the information from Tapestry and collate it into a paper Learning Journal. This will be in the setting for the parent to view at all times and will be available to take home if they request to do so
- To support 'in the moment planning' parents will be asked to upload photos of their child at play at home

## When children leave

When children move to another setting we will transfer the Tapestry account to the new setting, if they also use Tapestry. If they do not, we will email a PDF to the setting if requested and if parents give consent otherwise parents can download and forward to the setting. When a child leaves the setting we will email the parents to remind them to download a PDF copy of their child's Learning Journey so they have a lasting record of their child's time at Greenway. The child's information and their Learning Journey will be permanently deleted from our Tapestry account.

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## WellComm Policy and Procedure

### What is WellComm?

WellComm is a complete speech and language toolkit for to be used with children from 6 months to 6 years.

### The WellComm system is:

- An approach that operates in partnership with parents.
- A means of tracking the progress of all children in the class, regardless of ability.
- The opportunity to identify areas of concern in language, communication and interaction development, in order to ensure targeted early intervention.
- An array of resources enabling delivery of focused activities to:
  - identify those children who have some language difficulties,
  - enhance the skills of all children, and
  - increase the number of children whose language, communication and interaction development is within the expected range for the age group.
- A means of monitoring the success of the strategies the school uses to enhance communication skills.
- An assessment that can be used at different stages of the child's development to understand progress.
- A diagnostic tool to enable professionals to advise parents should the need arise for external help and support (such as speech and language therapists).
- A range of fun and play-based activities to address children's language needs.
- A means of collaborative working.

### How does it work?

- Every child is assessed for around 10 – 15 minutes on their understanding of what is being said to them (*receptive language*) and also how they communicate verbally (*expressive language*).
- This assessment is partly completed through the everyday observations that your child's key worker carries out to assess his/her progress throughout the whole of the Early Years curriculum. But also involves few targeted questions such as asking the child to point out various pictures or follow some easy instructions.
- Each child's own pace and concentration span is taken into consideration and the overall assessment may be done in several stages. However, we find that most children enjoy being asked the questions in WellComm and the activities we set for them as a follow up.
- The assessment will only be carried out by someone who has been trained to use Wellcomm and results will be discussed with the child's Keyworker to ensure effective planning is put in place to support or challenge the child.

## How will Greenway let me know about my child and WellComm?

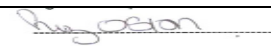
If it is identified that your child may benefit from extra support either by being observed by Surestart's Speech and Language Therapist, Rebecca Carey, or by being referred to see a Speech and Language specialist for therapy (only Rebecca can do this). We will meet with you to discuss this.

Sometimes children will not carry out all tasks during assessment which means they may not score in all areas that we screen them on - this can happen for many reasons the child may be unwell that day or they may be distracted; this does not mean your child has failed or is falling behind. Please do not panic! As previously mentioned if we have any major concerns we will always meet with you face to face.

We will share the activities that will use when planning for your child. These are from the Big Book of Ideas resource which can be used to support or challenge your child which you can carry out at home if required.

### Timeframes

Assessments will take place 3 times per year in the months of October, February and June.

Reviewed/ <del>Updated</del> / New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25



# **Behaviour Management Policy & Procedure**

## **Statement of intent**

Greenway's Childcare Department aims to provide children the opportunity to set their own goals in a pleasant, safe and well organised early year's environment. We set age appropriate expectations of positive behaviour through encouraging, praising and modelling. The childcare facility aims to be welcoming, providing a happy, safe and caring environment for children.

We believe that all children have the right to expect positive approaches to discipline which foster self-control, self-esteem, respect and tolerance. All information regarding children attending our setting is treated with the strictest confidence in line with our Confidentiality policy.

## **Aims**

- To ensure everyone has the opportunity to express concerns in an appropriate way
- To ensure everyone can communicate openly and honestly
- To ensure everyone we provide an inclusive environment for all
- To enable and empower children with the skills to explore freely
- To enable children to explore consequences and take responsibility for their actions
- To value and respect diversity
- To ensure the health and safety of all is protected and minimised

## **Identifying behaviour and possible underlying causes**

As behaviour is visible it is always the first thing to be noticed especially if it is negative. However negative behaviour may be the result of an underlying cause, it is important that all the below areas are explored when a child is displaying negative behaviour:

- The child may have a speech, language or communication need that has gone undiagnosed  
E.g. are they frustrated because they can't ask for help so kick out? Are you giving them enough time to process instructions?
- The child may have additional needs which are yet to be diagnosed e.g. sensory processing disorder- is the lighting in the room too much? Is the noise too much?
- The child may struggle with transitions, this could link into attachment e.g. ensure you have information which will help the child settle e.g. do they have a comforter?
- The personal family situation may be affecting the child, e.g. bereavement
- The child may have dietary needs e.g. effects to metabolism which could cause hyperactive behaviour
- The child may not be sleeping well
- The child may be in pain and cannot communicate this e.g. inner ear pain causing them to lash out

### **Management should:**

- Ensure behaviour policy is implemented, up to date and reviewed on an annual basis
- Ensure staff sign that they have read the behaviour policy
- Ensure that correct methods of observation and recording are used in line with our Data Protection and Record Keeping policy and Observation policy
- Ensure that staff implement GWG's confidentiality policy when dealing with negative/challenging behaviours
- Ensure supervision is carried out every 6-8 weeks and appraisal is carried out annually
- Ensure that staff have received training in the area of behaviour management
- Ensure that they are accessible on a daily basis for staff and parents to talk to
- Support Keyworkers in the development of Individual Behaviour/Education Plans
- Manage budget to ensure additional resources can be purchased when required

### **Practice Leaders should:**

- Ensure the environment is enabled, stimulating, age appropriate and inclusive
- Ensure Childcare Assistants are observing using the ABC Behaviour Observation Tool found in Mastercopy folder and recording effectively
- Ensure that any concerns/issues are being discussed with parents/carers appropriately and professionally
- Provide strategies which may help support the management of challenging behaviour for staff, children and parents/carers
- Ensure all policies are being implemented within room
- Ensure that age appropriate resources are available
- Ensure a consistent, fair and non-judgemental approach is used by all staff
- Ensure key workers are supported in the development of Individual Behaviour/Education Plans
- Ensure risk assessments are carried out
- Use supervision effectively

### **Childcare Assistants should:**

- Ensure they have read and verified that they understand all policies and that they implement these
- Ensure that a consistent, fair and non-judgemental approach is used
- Ensure they are supporting the Practice Leader in developing an enabled, age appropriate and inclusive environment
- Observe and record any issues or concerns
- Explore all possible causes of negative/unwanted behaviour
- Implement strategies from this policy which may provide solutions and evaluate their effectiveness
- Update Practice Leader regularly and use supervision effectively
- If behaviour is challenging and harmful to self or others staff should use the ABC Behavioural Observation Tool (found in Mastercopy folder) to help identify triggers of behaviours
- Always wear visual cards

### Parents should:

- Inform staff of any changes to home circumstances which could potentially affect child's behaviour e.g. new baby in family
- Work in partnership with staff to implement positive behaviour
- Be a positive role-model
- Ask staff for help/support if required (This will always be treated with strict confidentiality)
- Share what works at home in terms of behaviour management
- Talk to child at home about positive behaviour

### Strategies to develop positive behaviour- (should be age appropriate)

- **Praise** - Use specific praise e.g. "Well done Bertie you gave Thalia a turn" or "great Simon effort you really tried"
- **Ensure consistent routine is in place** - can be supported by visuals
- **Rules/boundaries** - Rules should be displayed in room using words and pictures and awareness implemented through circle time

#### 5 basic room rules

1. **We use our walking feet**
  2. **We use our indoor voices**
  3. **We use gentle hands**
  4. **We use our listening ears**
  5. **We be kind and help each other**
- **Use visuals to reinforce message** - this can include visual cards, object reference individual routines, reward charts (if child is ready to understand) or timers to build attention skills
  - **Model the language and behaviour** - you would like to see and be respectful
  - **Teach the language** e.g. if child snatches remove toy and say to child they have to say "can I have a turn please"
  - **Develop emotion vocabulary and help children put a name to emotions** - If a child is screaming because they want a toy say "I know you are angry- sad- annoyed but you have to wait until it's your turn"
  - **Provide resources which explore self-expression** - e.g. facial expression in mirror, books on learning to use toilet, calm down bottles/breathing techniques
  - **Keep sentences/instructions sort, clear and to the point**
  - **Be a pro-active listener** - have good eye contact, be at child's level, warm body language and provide space for child to talk. Check understanding by asking child to repeat back if verbal
  - **Teach awareness of clarification skills** e.g. If someone speaks too fast ask them to slow down
  - **Provide small group activities which will develop turn-taking skills**
  - **Explain consequences** - "If you throw sand you will be taken away from sand tray"
  - **Flick the lights in room to indicate tidy up time**
  - **Provide an environment that minimises conflict** - ensure sufficient age-appropriate, stimulating resources are available

- **Reward positive behaviour** - Thumbs up, star chart, stickers or activity which they enjoy
- **Distraction** - intervene if you see a child about to display challenging behaviour and divert to another activity
- **Calm**

### **Challenging behaviours which can cause risk or harm to self or others**

#### **Examples of Challenging behaviours:**

**Kicking; biting; swearing; hitting; pulling; pushing; scraping; racist remarks; inappropriate touching and destruction of property.**

These behaviours will be dealt with on an individual basis and if persistent, in partnership with parents/carers, an Individual Behaviour Plan will be developed.

Incidents will **ALWAYS** be recorded in incident folder and parent will be required to sign and date that they have been made aware of incident - ***No other child's name will be recorded for parents/carers to see in line with our confidentiality policy.***

#### **Procedures for managing unacceptable behaviour**


- Age appropriate strategies will be adopted and shared with parent/carers in order to plan a way forward e.g. if a child bites- do they have a sensory need? Will providing a chew buddy help?
- Shadowing- the child's keyworker should shadow the child throughout the session, implementing positive behaviour strategies and intervening if necessary
- Staff will attempt to discover any triggers or underlying reasons for behaviour including meeting with parents to identify external issues
- Staff will endeavour not to jump to conclusions about what has taken place
- Childcare staff will communicate with the child's parent/carer regularly
- An Individual Behaviour Plan will be developed and a timeframe to implement this established
- If necessary and with consent from the parent/carer advice assistance may be sought from external specialists to try to find a solution
- Staff may also offer advice on additional support or signpost other places or services the parent/carer may find useful in dealing with children who display extreme challenging behaviour
- If all avenues have been explored and behaviour has not improved a meeting will take place with parents/carers to discuss child's hours and days being reduced for the safety of the child and the other children within setting

#### **Procedures that are NOT acceptable for managing behaviour**

- A child will never be humiliated
- Any kind of physical punishment
- Using techniques that segregate or single children out - this includes time out, however children may be removed from an area if they are a risk to themselves or

others and are given the opportunity to calm down using calm down bottles or breathing techniques to develop self-regulation

- Shouting or raising voice inappropriately
- Physical restraint e.g. holding onto a child, unless it is required to prevent injury to the child or other children, adults or property. In cases that this may occur it will be recorded in the accident/incident book and parents/carers will be fully informed of the incident.

Reviewed/ <del>Updated</del> / New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## **Anti-bullying policy**

### **What is bullying?**

Forms of bullying can include:

- Physical – pushing, kicking, hitting, pinching and other forms of violence or threats
- Verbal – name calling, sarcasm, spreading rumors, persistent teasing
- Emotional – excluding, tormenting, ridicule or humiliation
- Racist – Racial taunts, graffiti or gestures
- Social – unwanted physical contact or abusive comments
- Homophobic – any hostile or offensive action against lesbian, gay males or bisexuals or those perceived to be these above

All of the above forms of bullying cannot just be delivered on a personal, face to face basis, but also by using technology in the form of cyber-bullying. It can be summed up as actions taken by one or more people with the deliberate intention of hurting another person (in any of the above ways). This policy is designed to support the Greenway Women's Group (GWG) Childcare Department's behaviour policy, equal opportunities and anti-discrimination policies.

Bullying is about a pre-meditated act, which relies on a stage of cognitive development in order to think the process through.

### **Aims and Objectives**

- Bullying is wrong and is damaging to individual people. GWG proactively implements policies and procedures to prevent this, by developing a nursery in which bullying is regarded as unacceptable.
- We aim to deliver a safe and secure environment where all children can play and learn without fear or anxiety.
- This policy aims to produce a consistent response to any bullying incidents that may occur.
- We aim to make all those connected with the childcare department aware of our opposition to bullying and staff have a responsibility to eradicate bullying.
- We do not tolerate any kind of bullying as stated above on any grounds whatsoever, and support all parties involved to gain a full understanding of our ethos.

### **Rough and Tumble Play**

GWG acknowledge the need to recognise rough and tumble play as distinct from inappropriate or aggressive behaviour. Television or films, which include superheroes, often influence young children or weapon play and they will mimic this behaviour through their play. We endorse the following strategies to manage this kind of play:

- Recognise that this is pro-social play rather than aggressive
- Set boundaries for the games to be set out in
- Use planning opportunities to discuss the concept of 'good' and 'bad'
- Support the play to find alternative solutions to weapon play, exploring different scenarios

### **Hurtful Behaviour**

Very young children are 'egocentric' which means that they put their own feelings before others, and even the most considerate child will have the occasional outburst due to frustration, anger or over exuberance. We acknowledge that this is a developmental area that needs to be nurtured and supported and that very young children do not intentionally wish to cause hurt. If hurtful comments are made, our strategies are:

- To recognise that very young children are not always able to manage their own feelings and deliver them appropriately
- Assist in this management to support their biological and cognitive development
- Offer support to both parties and to discuss the issues through play, story times and circle time activities
- To work in partnership with parents to establish possible reasons for behaviour

## **Anti – Bullying Procedure**

### The role of the managers

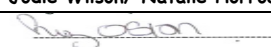
- It is the responsibility of the managers to implement GWG anti-bullying strategy and to ensure that all staff (paid/unpaid) are aware of the policy and know how to deal with incidents of bullying.
- The manager ensures that all children begin to learn that bullying is wrong and that it is unacceptable behaviour. The manager draws the attention of everyone to this fact through staff meetings and monitoring that this is being implemented on a regular basis.
- The manager ensures that all staff are in receipt of sufficient training to be equipped to deal with any incidents of bullying.

### The role of staff

- Staff take all forms of bullying seriously and intervene to prevent incidents from taking place. A record is kept of all incidents of bullying that happen in the nursery and these are shared with the manager.
- If staff witnesses an act of bullying they will do all they can to support the person or persons who are being bullied. If a child is being bullied over a period of time, then, after consultation with the manager, the key worker informs the child's parent.
- We record all incidents of bullying that occur within the childcare department.
- If practitioners become aware of any bullying taking place between members of a group, we deal with the situation immediately. This will involve supporting all parties to understand that this is not acceptable to be bullied, to be the recipient of bullying, and that the childcare department will deal with the situation very seriously. If the patterns repeat of bullying the child's parents should be asked to meet with the manager and a behaviour management plan will be put in place.

### The role of parents

- Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the Childcare Managers Jodie Wilson/ Natalie Horrocks immediately - 02890 799912.
- Parents have a responsibility to support GWG's anti bullying policy and actively encourage their child to be a positive member of the group.
- Parents are expected to help develop their child's social skills at all times, in support of the childcare department ethos.

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## **Play Policy & Procedures**

Greenway Women's Group Childcare Department recognises Children's Right to play laid out by Article 31 of the UN Convention on the Rights of the Child 1991.

Greenway Women's Group Childcare Department advocates play as integral to children's enjoyment of their lives, their health and their development. Children and young people – whatever their age, culture, ethnicity or social and economic background or circumstance, need and want to play, indoors and out, in whatever way they can. Through playing, children are creating their own culture, developing their abilities, exploring their creativity and learning about themselves, other people and the world around them.

### **Procedure**

We will do this by:

- Providing a variety of choice, so that children can have control over what they want to play with
- Childcare Staff recognise children's need to test boundaries and will manage risks accordingly
- Childcare Staff will offer opportunities for children to take controlled risks within a safe environment
- Through play children will be offered opportunities to socially interact with their peers
- Childcare staff will create opportunities through play for children to develop self-esteem and embrace diversity
- GWG will encourage childcare staff to participate in a Play Work qualification in addition to CCLD and the principles of play as set out by Playboard will be adhered to
- Childcare staff will keep adult involvement in the children's play to a minimum, but will keep children safe from harm
- Upon evaluation of activities childcare staff will consider children's views and preferences when planning activities
- Childcare staff will ensure that children's play goes uninterrupted as much as possible and that this will take precedence over adult led agendas
- Staff should help and support parents/carers to understand the value of play in the overall development of children

### **Indoor Play**


- The layout of the room will include enough choice for the child to choose what area they wish to utilize
- The environment created within the childcare rooms will endeavour to create space and light as well as a variety of resources, natural materials and objects
- Play is fun and enjoyable for children
- The staff listen to the children and aim to meet their needs in an inclusive way
- Play opportunities should be challenging whilst free from unnecessary hazards



## Forest Schools

Forest school sessions offer the chance to take learning into the great outdoors. Children are given an opportunity to learn in a new way and within a new environment with new experiences for both the children and staff. This type of play promotes the management of risks and adds a level of challenge as they explore new terrains and nature enriching play and sensory experiences. The weather has no impact upon forest schools and puddlesuits will be provided.

- We take the children to a nearby woodland as often as possible
- The children will engage in activities that are fully risk assessed
- The staff/child ratio will reflect the nature of the activities that are available and therefore the group size will be reduced
- Staff leading forest schools will be qualified to do so
- Children are expected to wear waterproof clothing in the winter and be dressed in appropriate footwear at all times
- A first aid kit and mobile phone will be accessible at every forest school session

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25


## The Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people’s capacity for positive development will be enhanced if given access to the broadest range of environments of play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For Playworkers, the play process takes precedence and Playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the Playworker is to support all children and young people in the creation of a space in which they can play.
6. The Playworker’s response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people’s play on the Playworker.
8. Playworkers choose an intervention style that enables children and young people to extend their play. All Playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles were developed by the Playwork Principles Scrutiny Group, convened by Play Wales and adopted by SkillsActive in 2005.

(Playboard Northern Ireland: Driving the agenda)

<b>Reviewed/Updated/ New by:</b>	Jodie Wilson/ Natalie Horrocks	24/04/24
<b>GWG Chairperson signature:</b>		24/04/24
<b>NEXT REVIEW DATE:</b>		24/04/25

## **Wastage Policy & Procedure**

The purpose of this policy is to describe in detail the correct segregation, storage and disposal of waste within the childcare department. This policy gives detailed guidance for all staff, volunteers and trainees who are working within the childcare department to dispose of waste effectively and safely. Organisations have a responsibility that waste that cannot be reduced, reused or recycled is disposed of in the most sustainable manner.

### **Procedure**

#### **Paper**

- Unwanted paper must be assessed to see if it is suitable for reuse for another task or activity
- If it is deemed that the paper cannot be reused it must be disposed of in the white recycle bin
- Unwanted bottles, cardboard etc. should be assessed to see if it is suitable to be used in 'loose part play'
- Under no circumstances must paper be disposed of in an ordinary waste bin. (Except in the case of shredded paper)
- Blue recycle bin is collected fortnightly
- Paper which contains information of a confidential nature must be shredded but into black bin bags, this should be witnessed and signed off by 2 staff members
- The use of paper for photocopying must only be printed in colour when absolutely necessary
- Colour photocopying or printing can be carried out but must be monitored closely to ensure coloured copies are kept to a minimum

#### **Laminating Pouches**

- When making the decision to laminate a document it must be considered for what the document is to be used for
- Signs and visual aids which have been laminated must be kept for use again in the future
- Signs and visual aids which have been laminated are kept in the appropriate labelled box located in toddler room above the cupboard

#### **Paint**

- When using poster paint with the children, paint must be kept in an appropriate pot with a lid to prevent drying out
- Paint stocks will be monitored closely and orders may be made up to two times a year
- Paint pots must be cleaned and only refilled when needed

#### **Junk art**


- Materials such as cartons, kitchen roll tubes and boxes may be recycled and kept for junk art activities with the children
- Junk art materials can be obtained from the play resource centre. Childcare Manager is the cardholder for the childcare department

## Photographs

- When printing photographs for children's photo albums the size and amount needed should be kept to the minimum
- Photographs may be taken throughout the year and given to childcare manager to print
- Quality of photographs will be moderate due to the amount of colour ink used for printing

## Food

- Food purchased for the children's lunches should be bought weekly
- Staff will ensure that the highest quality food is purchased at reasonable cost
- Staff will monitor fresh produce and use food including yogurts with the earliest date first
- In the event that at the end of week bread based products are left over these can be frozen for use at a later date
- Fresh fruit must be used within the week period
- Bread products should be stored in containers. Refrigerated products should be stored on top shelf of fridge, these should be checked and cleaned on a weekly basis

Reviewed/ <del>Updated</del> / New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## **Student Placement Policy**

Greenway Childcare recognises that qualifications and training make an important contribution to the quality of care and education provided by the early years setting.

As part of our commitment to quality we offer placements to students undertaking an early year's qualification. We also offer placements to students from local schools on work experience.

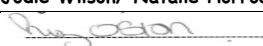
We aim to provide students with experiences that contribute to the successful completion of their studies by demonstrating examples of quality practice in our setting.

### **Procedures**

- We require students on qualification courses to have gained appropriate vetting via Access NI and also confirmation of vetting from Social Services
- Students from local schools under the age of 17 years will need someone from the school to vouch for the good character
- Students under the age of 17 years will be supervised at all times and cannot have unsupervised access to children
- Students undertaking qualifications who are placed in our setting on a short term basis are NOT counted in our staffing ratios
- We have employer's liability insurance and public liability insurance which covers both trainees and voluntary helpers, the student's training provider should be provided with a copy of these
- All students will receive an induction which will include:
  - Being given a copy of the settings policies and procedures
  - A sign sheet to say they have read and understood the policies and procedures
  - Information on emergency procedures
  - A tour of the building- also shown designated smoking area
  - Information about room routines
  - Meet all staff members
  - Information on any breaks
  - Centre timesheets
  - Contact details of who to contact within centre if ill
  - An emergency contact detail form
  - a confirmation of induction sheet
- We liaise with student's tutors to help students fulfil the requirements of their course of study
- Students will be initially asked to shadow a member of staff
- We communicate a positive message to students about the value of qualifications and training
- The needs of the children in our care is paramount so we therefore do not admit students in numbers which may hinder the essential work of the setting only 1 student will be present in the setting per day if we have under 50 children attending, 2 students are permitted if we have over 50 children attending on a daily basis
- We will only sign timesheets which have been filled out in pen, pencil will not be accepted
- Students attendance should be recorded in the diary along with time of arrival
- A copy of the students holidays should be received from training provider
- All personal information on student will be kept in locked cabinet in Childcare Manager's Office

### **Dress code for students/expectations**

- Students must dress smartly and wear navy trousers and a navy polo shirt - if the placement is long term Greenway will supply a navy polo shirt displaying the Greenway logo
- Shoes must be sensible, not high heels for outdoors but wellingtons or walking boots. Slippers or slipper socks must be worn indoors, no bare feet
- A watch, stud ear-rings may be worn but no dangly jewellery
- Hair should be clean and neat and tied back if long
- Students should observe staff, ask relevant questions about our practice and engage with the children whenever possible
- Students should sit with children at meal times and reinforce independence and manners whilst eating
- Students will be expected to help staff tidy up and clean the rooms
- Students should communicate to the Room Leaders/Manager what specific area they are covering at college and share their work with them. This will give opportunities for a two-way conversation about the job/course and help them fulfil their potential
- Health and Safety systems that operate within GWG should be adhered to at all times
- Confidentiality must be adhered too. If a student is unsure they must ask
- Feedback is welcomed when the placement is complete so that we can make sure the support we offer is successful and if any areas can be improved upon

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## **Absence of the Childcare Managers**

Greenway Women’s Group will encourage all staff to maximise their attendance to work while recognising that employees will from time to time, be unable to attend for short and sometimes long periods of time due to illness or leave. This policy and its procedures relates to periods of absence of the Childcare Managers Jodie Wilson/ Natalie Horrocks.

We aim to ensure children, parents, trainees, volunteers and staff will receive the same level of support and guidance in the Childcare Managers’ absence.

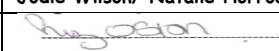
### **Procedure**

In the event of an absence due to illness:

1. Childcare Managers Jodie Wilson/ Natalie Horrocks will report their absence to the Centre Manager.
2. If the Centre Manager is unavailable Childcare Manager will report her absence to Director Mae McQuillan or Chairperson Liz Oslon.
3. Childcare Manager will provide the following information to either the Centre Manager or Director;
  - When they became ill
  - The nature of the illness
  - If the illness or accident is work related
  - Whether they will be seeking medical attention
  - The likely date they will return to work
4. Centre Manager or Director will inform childcare team of the absence of the Childcare Manager and any information they may have regarding their intended date of return.
5. Childcare staff will inform parents of the Childcare Managers’ absence.
6. If Childcare team have any urgent issues that need addressed in the absence of the Childcare Manager they are free to report to Centre Manager or Operational Director.

#### **In the event of an absence due to annual leave:**

1. Childcare Managers will book annual leave using the annual leave procedure.
2. Childcare Manager will give all relevant documentation to Centre Manager Lindsay Cooper for consideration. In the event the Centre Manager is unavailable Childcare Manager will give all relevant documentation to Director Mae McQuillan or Chairperson Liz Oslon for consideration.
3. If annual leave is approved Childcare team will be notified and date recorded in the diary. The Childcare Managers will prepare and/or delegate any appropriate work that needs to be taken care of in her absence.
4. If Childcare team have any urgent issues that need addressed in the absence of the Childcare Managers they are free to report to Centre Manager or Director.
- 5.

Reviewed/Updated/ New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## **Absence of Practice Room Leader Policy and Procedure**

Greenway Women's Group will encourage all staff to maximise their attendance to work while recognising that employees will from time to time, be unable to attend for short and sometimes long periods of time due to illness or leave. This policy and its procedures relates to periods of absence of a Practice Room Leader.

We endeavour to maintain the same level and quality of service in the absence of the Practice Room Leader. We aim to ensure children, parents, trainees, volunteers and staff will receive the same level of support and guidance in the Practice Room Leader's absence.

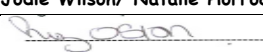
### **Procedure**

#### **In the event of an absence due to illness:**

1. The Practice Room Leader will report their absence to the Childcare Managers.
2. If the Childcare Managers are unavailable then absence is to be reported to Centre Manager.
3. Practice Room Leader will provide the following information:
  - When they became ill
  - The nature of the illness
  - If the illness or accident is work related
  - Whether they will be seeking medical attention
  - The likely date they will return to work
4. The Childcare team will be informed of the absence and any information they may have regarding their intended date of return and plans for the room.
5. If Childcare team have any urgent issues that need addressed in the absence of the Practice Room Leader they are free to report to Childcare Managers or Centre Manager.

#### **In the event of an absence due to requested annual leave:**

1. Practice Room Leader will book annual leave using the annual leave procedure.
2. Practice Room Leader will give all relevant documentation to Childcare Managers for consideration. In the event the Childcare Managers are unavailable Practice Room Leader will give all relevant documentation to Centre Manager for consideration.
3. If annual leave is approved Childcare team will be notified and date recorded in the diary. The Practice Leader will prepare and/or delegate any appropriate work that needs to be taken care of in her absence.
4. Childcare team will inform parents of the Practice Room Leader's absence.
5. Childcare team will continue with normal duties and will follow any further instruction left by Practice Room Leader.
6. If Childcare team have any urgent issues that need addressed in the absence of the Practice Room Leader they are free to report to the on duty Practice Room Leader, Childcare Managers or Centre Manager.

Reviewed/Updated/ <del>New</del> by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25



# Supervision Policy and Procedure

## Introduction

All staff in Early Years need to feel adequately equipped to deliver what is expected of them so we can offer the highest standards to our users/members. To have a professional, committed and recognised workforce, Line Managers need to provide support and guidance to assist staff to understand their roles and do their job to the best of their ability this could include team meetings, reflective practice, ongoing coaching, support and supervision. A well-planned and systematic program of support and supervision will enable the evaluation of performance, ongoing development and continuous improvement of provision in line with our values.

## 2. Scope of the Policy

This Policy applies to all staff.

## 3. Purposes and Aim

The purpose of this Policy and Procedure is to provide a frame work for the consistent delivery of quality support and supervision to our staff to:

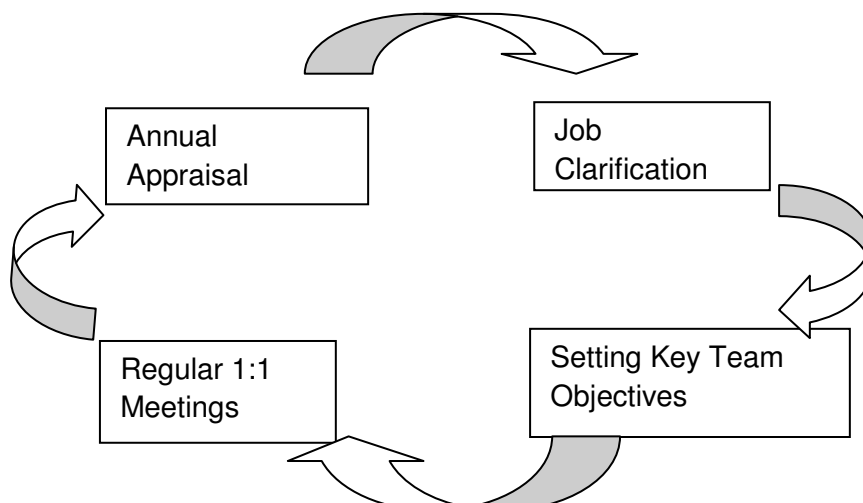
- Ensure staff are supported and connected to the purpose of the Team/Service/Department and Organisation
- Integrate the processes for reviewing and managing staff performance
- Identify and integrate learning and development opportunities within every day work
- Ensure staff are accountable in their job role
- Recognise and celebrate achievements
- Ensure that self-reflection and feedback are an integral part of the process

## 4. Our Approach

The role of a Line Manager is that of coach, in addition to monitoring and overseeing. In this process the Line Manager has three key roles:

- To set the broad direction
- To nurture and develop staff to enable the achievement of objectives
- To supervise work including direct observation were appropriate

Staff must share the Organisation's values and be clear about their role. One important aspect of the process is the direct relationship between the Supervision, Performance Management and Appraisal processes, which is conveyed in the performance management cycle:



## **Induction and Probation**

Prior to an individual commencing employment, a Line Manager will draft a six month induction checklist, tailored to the needs of the individual. Expectations will be clarified during the first week of employment and the support and supervision will be tailored to the needs of the individual, but will include:

- Day 1 - Introduction and issuing of induction programme
- End of week 2 - Review of induction
- End of week 6 - First supervision meeting incorporating objective/target setting
- End of week 12 - Supervision meeting incorporating probationary review
- End of week 18 - Supervision meeting incorporating probationary review
- End of week 24 - Supervision meeting incorporating probationary review and confirmation in post

## **Supervision (1 to 1) Meetings**

Supervision (1 to 1) meetings are part of a wider performance management system, incorporating the Appraisal process, which cascades corporate strategy and links team and individual activity to organisational performance:

### **How the Process Works**

The process is based upon constructive feedback and a standard of a minimum of quarterly 1 to 1 Meetings for staff. There may be occasions when staff need additional support this may include new staff until they are confirmed in post, or staff engaging in more complex work or registered settings. This will be agreed directly between the line manager and individual. In addition to 1 to 1 Meetings, Line Managers should be available to respond to questions and queries and make use of coaching opportunities as and when they arise.

1 to 1 Meetings should include:

- An ongoing review of objectives, amending or adapting these accordingly
- Review of training including identification of training needs and implementation of learning into practice
- An opportunity for regular feedback and discussion, reviewing work tasks and responsibilities

And will feed into the Appraisal process

### **Responsibilities of Line Manager – Staff member**

- Meetings are clearly recorded by the Line Manager, approved and signed by both parties, a copy of the minutes are given to the staff member for her/his records and a copy is kept by the Line Manager on the staff member's file
- Line Manager and staff member understand the purpose of the meetings and prepare for these
- The Line Manager is able to demonstrate the necessary skills of; giving and receiving feedback, listening, planning and setting objectives
- Meetings happen within agreed timescales – quality time to sit down together
- Agendas are co-created
- Issues that need to be dealt with, are dealt with honestly, based on evidence to include feedback from observed practice
- In situations where support is required either parties should be proactive in seeking support or giving guidance

- Positive feedback and matters that need more work are fairly represented in the meeting
- The manager needs to undertake the role of critical friend, striving to improve practice and outcomes from the people we work with
- Agreed actions arising from supervision meetings are undertaken within the agreed timeframes

### **Arrangements for Meetings**

For 1 to 1 meetings to be a positive experience for all involved, sessions must:

- Focus on the values that underpin meetings which should include valuing and recognising, partnership, inclusion and diversity
- Focus on the individual
- Have a clear sense of purpose and constructive outcomes
- Create an environment where people feel listened to and valued for their strengths and contributions
- Follow a simple process which encourages reflection and discussion
- Clearly identify progress, actions and the time frames for these, roles and responsibilities

During the first meeting the line manager will set the scene for ongoing supervision and build a common understanding, clarify expectations and responsibilities. They should also be reviewed regularly. Meetings should take place at a time agreed between the Line Manager and the staff member and is likely to last approximately 1-2 hours.

### **Preparing for Meetings**

Meetings should be planned in advance allowing enough time to cover all the issues to be discussed. Each meeting will have an agenda and the Line Manager and staff member should give this some thought before the meeting.

### **Recording Meetings**

A record of the meeting should be taken which contains the following:

- Date of meeting
- Agenda items
- Matters arising from previous Meeting
- Discussion points to note
- Action agreed, by whom and by when
- Date of next meeting
- Space for signature of supervisor and staff member


### **Supervision Files**

A supervision file will be retained by the Line Manager and will include Minutes (signed and dated) of 1 to 1 Meetings/ Appraisal Forms and Reviews

- The holding of unnecessary documentation could potentially breach Data Protection Legislation.
- Supervision notes should be kept for as long as the member of staff is with us and for 1 year after they leave.

### Confidentiality

The minutes of meetings are confidential between the staff member, his/her Line Manager and the Line Manager's Manager unless it concerns professional misconduct, capability, safeguarding or a risk to the people we support or the Organisation.

Reviewed/ <del>Updated</del> / New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25

## **Appraisal Policy and Procedure**

### **Policy statement of intent**

Greenway Women's Group have a staff appraisal scheme in place for the purpose of monitoring staff performance levels with a view to maximising the effectiveness of individuals.

Greenway Women's Group appraisal gives each member of staff an opportunity to discuss and review with their line-manager the progress and achievements they have made in the year and to discuss any training or developmental opportunities that may arise. Staff and line managers will also discuss and review equal opportunities and job descriptions.

### **Procedures**

This policy is designed to promote a consistent approach to staff appraisal by setting out the responsibilities of staff and line managers, the issues to be covered, and the appropriate recording process.

For it to be effective, appraisal should be:

- Viewed as an opportunity for shared reflection on work.
- Seen as part of a culture that promotes reflective practice/evidence based practice, self-directed learning and learning from experience.
- An integral part of the working routine.
- Empower staff members to be confident in the duties of their job description.
- Approached in a positive, constructive, honest, open and forward-looking manner.

### ***Positive Appraisal for Greenway Women's Group staff members provides an opportunity to:***

- Monitor progress of staff with the objectives agreed at the annual appraisal, in line with the organisation's vision statement, ethos and policies and procedures.
- Reflect on the effectiveness of recent training and development activities contributing to service delivery, and identify any outstanding needs.

### **Appraisal & Support Policy & Procedure**

- Provide feedback on performance.
- Provide support, direction, advice and guidance on individual staff and management issues.
- Develop skills and understanding.
- Ensure policy and standards are met.
- Discuss any external/personal circumstances that have a bearing on work.

## **Procedures**

***All employees involved should be informed and given opportunities for planned appraisal sessions.***

***Preparation may include:***


- Drawing together factual information on recent years work and current work.
- Preliminary reflection on progress, achievements and performance to date in relation to objectives, plans, standards and agreed targets.
- Identifying any areas of uncertainty about policies or procedures or how to put them into practice.
- Identifying any anticipated barriers to current and future action plans.
- Any suggested improvements to practice, procedures or policies.
- Reflection on recent training and development activities with evaluation of their impact on their role/service delivery.
- Need for any personal support to staff where work can be difficult and stressful.
- Review of sick leave and other absences.
- Agreement of clear, realistic, measurable objectives and activities for work and personal development during the period to the next planned supervision.
- Any other issues of concern either staff member or line manager wishes to discuss.

## ***Recording Appraisals***

- These records should be signed and agreed by the line manager and staff member, and should outline the issues discussed, decisions reached and actions agreed.
- Appraisals are the property of the employer and should be available for the Board of Directors to examine when requested.
- Appropriate confidentiality of records will be maintained, in line with organisational confidentiality policy.
- Copies of appraisals and support will be made available to individual staff members for their own records.

## ***Appraisal process***

- Prior to the date of appraisal taking place, staff members will be given the opportunity to self-evaluate performance regarding previous agreed actions from previous supervision sessions.
- Appraisal will be on a one to one basis, unless otherwise agreed with both manager and staff member prior to appraisal taking place.
- Appraisals will be held in private.
- All staff are required to participate in annual appraisal In accordance with their contractual agreement.

<b>Reviewed/Updated/ New by:</b>	Jodie Wilson/ Natalie Horrocks	24/04/24
<b>GWG Chairperson signature:</b>		24/04/24
<b>NEXT REVIEW DATE:</b>		24/04/25

## **Sleep Policy and Procedure**

At Greenway we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

The safety of babies' sleeping is paramount. Our policy follows the advice provided by The Cot Death Society to minimise the risk of Sudden Infant Death (SIDS).


### **We make sure that:**

- Babies are placed on their backs to sleep and in the "feet to foot" position (with their feet touching the end of the cot).
- Babies/toddlers are never put down to sleep with a bottle to self-feed
- Babies/toddlers are monitored visually when sleeping. Checks are recorded every 10-15 minutes in a sleep book.
- The door to the sleep room remains locked at all times and is only accessible by staff.
- Children who are sleeping are monitored via a video baby monitor which is turned on in the morning and stays on until end of day so that the room is continuously monitored by both the person within the room and another member of staff.
- When monitoring, the staff member looks for the rise and fall of the chest and if the sleep position has changed.
- As good practice we monitor babies under six months or a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families.
- SIDS recommends that using a dummy at the start of any sleep period reduces the risk of cot death. If a dummy forms part of your child's sleep routine, it will always be used at sleep times. FSID recommends that the dummy should be stopped when the baby is between 6 and 12 months old. (The key person will work with parents to phase out dummies sensitively, taking into account children's emotional needs.)

### **We provide a safe sleeping environment by:**

- Monitoring the room temperature.
- If the room is too warm we ensure there is the correct ventilation, we do this either through opening windows or using a ventilation system.
- Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating.
- Ensuring cot bedding is the correct size and is tight fitting.
- Only using safety-approved cots or other suitable sleeping equipment (i.e. pods or mats) that are compliant with British Standard regulations, and mattress covers are used in conjunction with a clean fitted sheet.
- Only letting babies sleep in prams if they lie flat and we have parents' written Permission.
- Not using cot bumpers or cluttering cots with soft toys, although comforters will be given where required.
- Cots are kept 1m apart and are kept away from radiators, windows and anything else which would present as a hazard.
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags.
- Ensuring every baby/toddler is provided with clean bedding which is labelled.

- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest.
- Having a no smoking policy.
- If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e. babies sleeping on their tummies, we will explain our policy to the parents and ask them to sign to say they have requested we adopt a different position.
- We recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and wellbeing continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.
- Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

<b>Reviewed/Updated/ New by:</b>	Jodie Wilson/ Natalie Horrocks	24/04/24
<b>GWG Chairperson signature:</b>		24/04/24
<b>NEXT REVIEW DATE:</b>		24/04/25



## **CCTV and Video Monitors**

### **CCTV**

#### **Scope**

The front and rear exit of Greenway Women's Centre is securely monitored by a CCTV surveillance system. The Centre Manager is responsible for the operation of the system for ensuring compliance with this policy.

We recognise that the use of CCTV has become a common feature of our daily lives and while its use is generally accepted, CCTV operators have certain duties and responsibilities to those whose images are caught on camera.

Greenway complies with the Information Commissioners CCTV Code of Practice to ensure it is used responsibly and safeguards both trust and confidence in its continued use.

The use of CCTV and the associated images is covered by the Data Protection Act 1998.

This policy outlines the Greenway's use of CCTV and how it complies with the Act and is associated with Greenway's Data Protection policy.

The System comprises of fixed position cameras, a monitor, digital hard drive recorder and 1 public information sign. Cameras are located at strategic points on the premises. No camera is hidden from view and all will be prevented from focusing on areas of private accommodation. Signs are prominently placed at the entrance and exit points of the site to inform staff, children, parents and visitor that a CCTV installation is in use.

#### **Statement of purpose**

The system has been installed by the nursery with the primary purpose of monitoring.

- Reducing the threat of a child being abducted
- Damage to the building
- Theft
- Assist in the prevention and detection of crime
- Helping ensure the safety of all the users, staff, children, parents and visitors, consistent with the respect for the individual's privacy
- Deter those having criminal intent
- The system will not be used to provide images for the world-wide-web or record any sound

#### **Recording**

Digital recordings are made using a digital video recorder operating in real mode, monitoring the site continuously 24 hours a day. Images will normally be retained for between 5 to 7 days from the date of the recording and they will then automatically overwritten.

## Access

Viewing of the recorded images of CCTV will be restricted to the Centre Manager within the reception area, also to those staff who need to have access in accordance with the purpose of the system.

## Video Monitors

### Scope

Baby monitors will be used to observe children whilst they are asleep.


### Statement of purpose

At Greenway we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment. To ensure good safeguarding practices are in place we monitor children whilst they sleep by conducting 15 min checks which are recorded and by monitoring the children in between these checks via baby monitor which shows a live video of the room and responds to sounds.

These videos are not recorded and will not be available to any parents. These videos will not be used for any other purpose other than monitoring the safety of children asleep.

### Staff should ensure the following:

- Cameras are positioned so that all the children are in view
- Cameras within sleep rooms are turned on in the morning to ensure that if 1 staff member leaves to put a child to sleep they are monitored at all times
- Camera monitors should be fully charged for the next day
- Baby monitors do not replace the need for physical 15 min checks
- 15 min checks are recorded
- Staff member in charge should ensure monitor remains with them at all times

Reviewed/ <del>Updated</del> / New by:	Jodie Wilson/ Natalie Horrocks	24/04/24
GWG Chairperson signature:		24/04/24
NEXT REVIEW DATE:		24/04/25