

Fairfield Playbox Pre-School

BEHAVIOUR MANAGEMENT POLICY

Statement of intent

Playbox Preschool believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We have a policy of POSITIVE REINFORCEMENT – praising children whenever possible – encouraging considerate behaviour and quietly but firmly discouraging unacceptable behaviour.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others.

Methods

- The two preschool leaders have overall responsibility for issues concerning behaviour.
- They are required to:
 - keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour.
 - ensure all staff have relevant training on promoting positive behaviour. We encourage staff to attend courses run by Achieving for Children.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of Playbox.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the preschool's behaviour policy and its guidelines for behaviour.
- We expect all members of our preschool - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by the Leader or their Key Worker. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and why, and supporting children to gain control of their feelings so that they can learn a more appropriate response. It might also include use of the "I'm ok, you're ok" approach from transactional analysis described in the appendix.
- We try to ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge and praise considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We try to avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or damage to property. Details of such an event are brought to the attention of the Leader or Key Worker who informs the child's parent on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour but we try to communicate by our expression and tone of voice that we are not pleased with their behaviour.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this. Distraction is often used to help defuse difficult situations.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting, pushing or fighting. Staff should remain calm and patient and try to help children to manage their feelings and talk about them to help resolve issues and promote understanding.

Rough and tumble play and fantasy aggression

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

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- We try to develop strategies to contain play that are within acceptable behavioural boundaries to ensure children are not hurt.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios.

Hurtful behaviour

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger is difficult for the two and three year old child. Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for the cognitive development to take place,

children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

- We support social skills through modelling behaviour, through activities, drama and stories, in small and large groups. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we encourage children to say or to show they are sorry, where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

Bullying

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

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another therefore it is unlikely that a child of two or three is a bully.

However, we do find that occasionally one child does seem to pick on a particular child and this has to be watched and we intervene to stop a child from being harmed. We often find that the child who is 'bullying' seems to particularly like or admire the other child and is not able to 'make friends' in an appropriate way. We have to try to show the child how to be friendly without being over enthusiastic in their attention making behaviour. We also have to try to explain the situation to the other child, who is often more able to make friends in an appropriate manner.

- The Leader or Key Worker discusses what has happened with the parents of the child who did the 'bullying' and work out with them a plan for handling the child's behaviour; and
- The Leader or Key Worker shares what has happened with the parents of the child who has been 'bullied', explaining that the child who did the 'bullying' is being helped to adopt more acceptable ways of behaving.

This policy was last reviewed on 31.1.24

Signed on behalf of the Management Committee by Alan Clatworthy (Chair)

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Appendix

Eric Berne initiated the principle within Transactional Analysis that we are all born 'OK' -- in other words good and worthy. Frank Ernst developed these into the OK matrix, (also known as the 'OK Corral' after the famous 1881 Tombstone shootout between the Earps and the Clantons). These are also known as 'life positions'.

		<i>You</i>	
		You're OK	You're not OK
<i>I</i>	I'm OK	Get on with others	Get rid of them
	I'm not OK	Get away from them	Get nowhere

I'm not OK - You're OK

When I think I'm not OK but you are OK, then I am putting myself in an inferior position with respect to you.

This position may come from being belittled as a child, perhaps from dominant parents or maybe careless teachers or bullying peers.

People in this position have a particularly low self-esteem and will put others before them. They may thus have a strong 'Please Others' driver.

I'm OK - You're not OK

People in this position feel themselves superior in some way to others, who are seen as inferior and not OK. As a result, they may be contemptuous and quick to anger. Their talk about others will be smug and supercilious, contrasting their own relative perfection with the limitation of others.

This position is a trap into which many managers, parents and others in authority fall, assuming that their given position makes them better and, by implication, others are not OK.

These people may also have a strong '**Be Perfect**' driver, and their personal strivings makes others seem less perfect.

I'm OK - You're OK

When I consider myself OK and also frame others as OK, then there is no position for me or you to be inferior or superior.

This is, in many ways, the ideal position. Here, the person is comfortable with other people and with themselves. They are confident, happy and get on with other people even when there are points of disagreement.

I'm not OK - You're not OK

This is a relatively rare position, but perhaps occurs where people unsuccessfully try to project their bad objects onto others. As a result, they remain feeling bad whilst also perceive others as bad.

This position could also be a result of relationships with dominant others where the other people are viewed with a sense of betrayal and retribution. This may later get generalized from the bullies to all other people.

So what?

Understand how you frame yourself and others as being OK and note how you respond to this. Then think about the other person and how they are framing it.

Note how some combinations work together, for example where one person has the position of 'I'm OK/You're not OK' and the other person has 'I'm not OK/You're OK'. In such matching positions the relationship may well be stable and both will gain some comfort of confirmation from this.

Fairfield Playbox Pre-School

PREVENT DUTY **AND STATEMENT OF BRITISH VALUES**

Prevent Duty Policy

Fairfield Playbox is committed to safeguarding and promoting the welfare of children. From 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the **Prevent Duty**. Fairfield Playbox takes safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent Duty we will;

- Provide appropriate training for staff, as offered by the Local Authority. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- We will build the children’s resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views through their personal, social and emotional development and understanding of the world
- We will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way
- We will be aware of the online risk of radicalisation through the use of social media and the internet
- As with managing other safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views). The Key Person approach means we already know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly
- We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means that we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly
- We will work in partnership with our LSCB & SPA Team for guidance and support
- We will build up an effective engagement with parents/carers and families. (This is important as they are in a key position to spot signs of radicalisation)
- We will assist and advise families who raise concerns with us and point them to the right support mechanisms

- We will ensure that any resources used in the preschool nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

This Policy is intended to serve as guidance for staff to recognise the signs of those who are at risk and also to inform parents of our legal requirement to put this policy into operation. The Prevent Duty policy is part of our wider safeguarding duties in keeping children safe from harm, and this new policy reinforces our existing duties by spreading understanding of the prevention of radicalisation.

Staff Responsibilities

All practitioners must be able to identify children who may be vulnerable to radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but staff should be alert to changes in children's behaviour, including even very young children, which could indicate they may be in need of help or protection.

These behaviours can be evident during small groups, role play activities and child-initiated play. People from any walks of life can be drawn into radicalisation and not necessarily from a particular religion or ethnicity. Terrorism is not promoted by any religion.

The Prevent Duty does not require childcare providers to carry out unnecessary intrusion into family life but we are required to take action when observe behaviour of concern. However, if a child suddenly stops attending Playbox, staff will endeavour to find out the reasons why.

The best way to help children resist extremist views is to teach them to think critically and become independent learners, as described in the Characteristics of Effective Learning, a key part of the EYFS. We endeavour to support our children through the EYFS by providing playful learning opportunities to help them develop positive identities as individuals and members of the community. Through their experience of interacting and sharing with others at Playbox, we work to build children's empathy and emotional literacy, and take action to reduce inequalities, bullying, discrimination, exclusion, aggression and violence. We aim to foster a real sense of belonging for all the children at Playbox.

What to do if you suspect that children are at the risk of radicalisation:

Follow normal Safeguarding Procedures, discussing concerns with the Playbox Managers, who may then contact SPA and/or, in an emergency, the police. They will then talk in confidence about the concerns and help to access support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

British Values Statement

At Playbox we aim for our children to become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. We promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. Many of our nursery policies and procedures support this belief such as child protection, staff training and qualifications, and inclusion policies. All policies are kept in the yellow folder, as well as on the website, and are available to parents and visitors.

The five British values and examples of how they are promoted in Playbox:

Democracy

Children and adults have a right to be heard. At Playbox we encourage the children to take turns in speaking and listening and this is supported through modelling behaviour, songs and stories. Turn taking, sharing and collaboration are further supported by small group work. We allow children to choose their own activities from those available during the morning and also to choose resources from the creative trolley. Children are given opportunities to make decisions about the activities and resources they play with and are given opportunities to develop enquiring minds in an atmosphere where questions are valued. We plan activities based on the interests of individual children and respond positively to their requests for particular resources and activities.

We have Parent Representatives who attend the termly Management Committee Meetings to represent the views of the parents. Their feedback and comments are most important to ensure that Playbox is meeting the needs of the community. Parents are invited to complete an annual questionnaire. This is about making decisions together and listening to children's and parent's voices.

The Rule of Law

Our Behaviour Management Policy outlines the way that we promote considerate, caring behaviour and gently but firmly discourage unkind or hurtful behaviour. We expect staff to be good role models, treating both children and adults with respect and civility.

Individual Liberty

We encourage our children to make choices, knowing that they are in a safe and supportive environment to enable them to do this. We encourage independent thinking. Each child has a key worker to support their unique needs and records are kept of the children's development which are shared with the parents. We ensure children have access to indoor and outdoor learning. Posters are displayed around the nursery showing children from different ethnic and cultural backgrounds and words are displayed in the different languages of the families who form part of the Playbox community. We ensure children develop self-knowledge, self-esteem and increase their confidence in their own abilities. For example –We allow children to take risks on obstacle courses, mixing colours, making their own sandwiches, talking about their experience and learning. (Going through their learning journeys together with them)

Mutual Respect

Our ethos is built around mutual respect. We are an inclusive setting where everyone is valued and has a contribution to make. Different views, faiths, cultures, races are valued and children engage with wider community. Staff and parents/carers work together to provide the best possible outcome for the children. Playbox operates an 'Open Door' policy encouraging parents to chat regularly to their child's Key Worker or the Leaders. The staff provides positive role models and value individuality. This is promoted through birthday celebrations; 'All About Me' and 'Me and My Family' information from parents, as well as more formal discussions with parents such as the 2 Year Check.

Tolerance of those of Different Faiths and Beliefs

Playbox is run by Kingston Methodist Church and welcomes families of all faiths and none, from all backgrounds. We aim to build a welcoming community where all are valued and children can learn and develop feeling safe and included. We enhance children's understanding of different faiths and beliefs by participating in a range of celebrations and multicultural activities throughout the year. Children have the opportunity to dress-up in clothes and try food from other cultures and we encourage parents and carers and other people in the community to participate and support these activities

This policy was last reviewed and revised on 31.1.24

**Signed on behalf of the Management Committee by Alan Clatworthy
(Chair)**

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Fairfield Playbox Pre-School

SAFEGUARDING POLICY

Statement of intent

Playbox Preschool will work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

We are committed to building a 'culture of safety' in which children are protected from abuse and harm when in our care.

We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (dept. of health publication) and in the Guidance provided by Kingston Children's Information Service in their Child Protection booklet and website for Childcare Providers.

We are committed to promoting awareness of child abuse issues by ensuring that our staff are adequately trained and are aware of their own responsibilities promoting and safeguarding the welfare of children in our care.

The two Leaders are the designated staff responsible for Safeguarding. It is our duty of care to report any child protection issues to Kingston Social Services if we suspect any case of abuse or non-accidental injury.

Playbox is also committed to empowering young children, promoting their right to be strong, resilient and listened to.

Aims

Our aims are to promote children's right to be strong, resilient and listened to by:

- creating an environment in Playbox that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- encouraging children to develop a sense of autonomy and independence;
- enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches;
- helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults; and
- working with parents to build their understanding of and commitment to the principles of safeguarding all our children.

Sources of Guidance

What to Do if You are Worried a Child is Being Abused (Dept. of Health publication)

Methodist Church publication: [Safeguarding Policy, Procedures and Guidance October 2021](#)

Kingston Children's Information Service publication: Child Protection

The London Child Protection Procedures

Working Together to Safeguard Children (the Statutory Guidance) 2013

Safeguarding Vulnerable Groups Act 2006

(all contained in our Policies & Procedures File) and

Local Safeguarding Children Board Website: (<http://www.kingstonlscb.org.uk/>)

Liaison with other bodies

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of 'What to do if you are worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, which include keeping the telephone numbers of SPA (Single Point of Access: 020 8547 5008 in office hours and 020 8770 5000 for evenings and weekends) and of any social workers who may be involved in working with one of our children, to ensure that it is easy, in any emergency, for Playbox and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- If a referral is to be made to the local authority social services department, we act within the Local Safeguarding Children Board guidance in deciding whether we must inform the child's parents at the same time.
- Advice can be sought from SPA who are available to talk through concerns and advise on the most appropriate action. This may include making a referral to the SPA.

Key Commitment 1

Playbox is committed to building a 'culture of safety' in which children are protected from abuse and harm when in our care.

Methods

Staffing and volunteering

- The designated members of staff who co-ordinate child protection issues are the Joint Playbox Leaders
- Our designated committee member who oversees this work is: Nigel Spalding.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service before posts can be confirmed.

- Candidates are informed that they are expected to disclose any convictions, cautions, court orders, reprimands or warnings which may affect their suitability to work with children. Current staff are also made aware that they are obliged to notify the relevant Leader if they receive a conviction, caution, court order, reprimand or warning during their period of employment at Playbox. Both candidates and current staff are informed that they must notify us if any member of their house hold has a conviction that would disqualify them from working with children.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Disclosure and Barring Service checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised and our regular volunteers and students are also required to have 'enhanced disclosure' DBS checks.
- We have procedures for recording the details of visitors to the preschool.
- We take security steps to ensure that we have control over who comes into the preschool so that no unauthorised person has unsupervised access to the children.

Key Commitment 2

Playbox is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'Working together to Safeguard Children'

Methods

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual as well as neglect.
- When children are suffering from physical, sexual or emotional abuse (including FGM), or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- Where such evidence is apparent, the member of staff makes a dated record of the details of the concern and discusses what to do with the Preschool Manager who is acting as the 'designated person'. If the suspicion concerns one of the Leaders the Chairperson of the Playbox Management Committee becomes the designated person. The information is stored in the log book and the Chair of the Management Committee and the designated Committee Member (Nigel Spalding) is informed.
- Staff in the preschool take care not to influence the outcome, either through the way they speak to children or by asking questions of children.
- One of the Managers may discuss these concerns with the staff at SPA.

Disclosures

Where a child makes a disclosure to a member of staff, that member of staff:

- offers reassurance to the child;
- listens to the child; and
- gives reassurance that she or he will take action.

The member of staff does not question the child.

Recording suspicions of abuse and disclosures

Staff make a record of:

- the child's name;
- the child's address;
- the age of the child;
- the date and time of the observation or the disclosure;
- an objective record of the observation or disclosure;
- the exact words spoken by the child as far as possible;
- the name of the person to whom the concern was reported, with date and time; and
- the names of any other person present at the time.

These records are signed and dated and kept in the log book

All members of staff know the procedures for recording and reporting.

Informing parents

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

Confidentiality

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

Support to families

- Playbox believes in building trusting and supportive relationships with families, staff and volunteers in the group.
- Playbox makes clear to parents its role and responsibilities in relation to Child Protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local social services department.

- Playbox continues to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the social services department in relation to the preschool's designated role and tasks in supporting the child and the family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the procedure and only if appropriate, under the guidance of the Local Safeguarding Children Board.

Allegations against staff

- We ensure that all parents know how to complain about staff or volunteers within the preschool, which may include an allegation of abuse. (See Complaints Procedure).
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to Kingston's Local Authority Designated Officer (LADO) and Ofsted to investigate.
- We co-operate entirely with any investigation carried out by the LADO in conjunction with the police.
- Our policy is to suspend the member of staff on full basic pay for the duration of the investigation; this is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

Disciplinary action

- Where a member of staff or a volunteer is dismissed from Playbox or internally disciplined because of misconduct relating to a child, we notify the DBS.

Key Commitment 3

Playbox is committed to promoting awareness of child abuse issues by ensuring that our staff are adequately trained and are aware of their own responsibilities promoting and safeguarding the welfare of children in our care. We are also committed to empowering young children, promoting their right to be strong, resilient and listened to.

Methods

Training

- All Playbox staff attend training courses to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals.
- The training also ensures that staff are aware that if they have concerns about the behaviour of other members of staff or other people working with children, including

inappropriate sexual comments, inappropriate sharing of images or excessive one-to-one attention to an individual child beyond the requirements of the role, they should report such concerns immediately.

- We ensure that all staff know the procedures for reporting and recording any concerns relating to child protection issues.

Planning

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

Curriculum

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

Mobile Phones

- We aim to make Playbox a "mobile-free zone". We explain this policy to parents and encourage them not to talk on their mobile phones when they are dropping off or collecting their children.
- Staff should leave their mobile phones securely stored in their bags while the children are on the premises or, in cases of emergency, in an allocated place within view. They should not carry phones with them. Staff members should give the Playbox telephone number to their families or anyone else who may need to contact them urgently, so that they can be called to the telephone in case of emergency, rather than relying on their mobile phones.

Photography

- When a child joins Playbox preschool, the parent is asked to consent to photographs of their child being taken. These are used to assist in the process of observation and planning, for the child's 'Learning Journey' (which the parent gets to keep) and, occasionally, for display boards and for staff training purposes. Photographs may only be taken with a camera belonging to Playbox, and photographs taken on those cameras may only be downloaded and printed by the Joint Playbox Managers. Staff may not bring their own cameras into Playbox or take photographs for any purpose other than those specified above.

This policy was last reviewed on 31.1.24

Signed on behalf of the Management Committee by Alan Clatworthy (Chair)

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Fairfield Playbox Pre-School

STAFFING AND EMPLOYMENT POLICY

Statement of intent

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

Aims

To ensure that children below school age and their parents are offered high quality early years care and education.

Methods

- To meet this aim we use the following ratios of adult to child:
 - children aged two - three years of age: 1 adult : 4 children.
- A minimum of two staff/adults are on duty in the upper or lower hall at any one time.
- A member of staff is always on duty when the children are outside.
- We hold weekly staff meetings, to undertake planning and to discuss our observations on children's progress, their achievements and any difficulties that may arise.
- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable. We have a Policy on the Recruitment of Ex-Offenders, which is explained to all applicants.
- The Preschool Leaders are required to have at least a level 3 qualification in Childcare and a minimum of half of our staff are required to hold a Childcare qualification at level 2 or above.
- We provide regular in-service training to all staff through Achieving for Children.
- Our annual budget allocates resources to training.

- We provide staff induction training during the first weeks of employment. This induction includes looking at our Health and Safety Policy, Safeguarding Policy, Behaviour Management Policy and Confidentiality Policy.
- We support the work of our staff by holding regular supervision meetings and appraisals, including a Probationary Period review meeting.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.
- We use Ofsted guidance on obtaining references and criminal record checks through the Disclosure and Barring Service for all staff and regular volunteers who work with the children in the preschool.

This policy was last reviewed on 31.1.24

Signed on behalf of the Management Committee by Alan Clatworthy (Chair)

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Fairfield Playbox Pre-School

STUDENT PLACEMENT POLICY

Statement of intent

We recognise that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training, including those studying for levels 1, 2 and 3 in Childcare.

Aim

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

Methods

- We require students aged 17 and over to meet the 'suitable person' requirements of Ofsted and to provide or obtain a satisfactory DBS check. We ask students to pay for the DBS checks themselves, as they are now able to join the updating service after their check, and thus it is a necessary professional requirement for the individual student. We require schools placing students under the age of 17 years with Playbox to vouch for their good character.
- We supervise students at all times and do not allow them to have unsupervised access to children.
- Students who are placed in our preschool are not counted in our staffing ratios.
- We have employers' liability insurance and public liability insurance, which covers students and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study. We provide each student with a mentor, an experienced member of staff who provides guidance and help in meeting course requirements.
- We provide students, at the first session of their placement, with a short induction on how our preschool is managed, how our sessions are organised and our policies and procedures and provide them with written guidelines.
- We communicate a positive message to students about the value of qualifications and training.

We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the preschool.

This policy was last reviewed on 31.1.24.

Signed on behalf of the Management Committee by Alan Clatworthy (Chair)

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