

Staffing and Organisational Policies



Inspiring and nurturing young minds

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Allegations against Staff Policy and Procedure

We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone working on the premises occupied by the setting, which may include allegations of abuse. We respond to any disclosure by children or staff that abuse by a member of staff or volunteer, or anyone working on the premises, may have taken place or is taking place.

- The first action to be taken is to record details of an alleged incident.
- We then refer any such complaint immediately to the local authority's social care department to investigate.
- We also report any alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.
- We cooperate entirely with any investigation carried out by the social care department in conjunction with the police.
- Where the management committee and the children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member of staff on full pay, or volunteer, for the duration of the investigation. This is not an admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.
- Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children and vulnerable adults, we will notify the Independent Safety Authority (ISA) of relevant information so that individuals who pose a threat to children (and vulnerable adults), can be identified and barred from working with these groups.

Bullying and Harassment policy (Staff)

Little Companions has a zero tolerance to any sort of Bullying or Harassment within the workplace or linked to the workplace

What are bullying and harassment?

These terms are used interchangeably by most people, and many definitions include bullying as a form of harassment.

Harassment as defined in the Equality Act 2010 is:

Unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for

that individual.

Bullying may be characterised as

Offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

Bullying or harassment may be by an individual against an individual (perhaps by someone in a position of authority such as a manager or supervisor) or involve groups of people. It may be obvious or it may be insidious. Whatever form it takes, it is unwarranted and unwelcome to the individual

Examples of bullying/harassing behaviour include:

- spreading malicious rumours, or insulting someone by word or behaviour
(copying memos that are critical about someone to others who do not need to know, ridiculing or demeaning someone – picking on them or setting them up to fail)
- exclusion or victimisation
- unfair treatment
- overbearing supervision or other misuse of power or position
- unwelcome sexual advances – touching, standing too close, the display of offensive materials, asking for sexual favours, making decisions on the basis of sexual advances being accepted or rejected
- making threats or comments about job security without foundation
- deliberately undermining a competent worker by overloading and constant criticism
- preventing individuals progressing by intentionally blocking promotion or training opportunities.

Bullying and harassment are not necessarily face to face. They may also occur

in written communications, email, phone, and automatic supervision methods such as computer recording of downtime from work or the number of calls handled if these are not applied to all workers.

Bullying and harassment can make someone feel anxious and humiliated. Feelings of anger and frustration at being unable to cope may be triggered. Some people may try to retaliate in some way. Others may become frightened and de-motivated. Stress, loss of self-confidence and self-esteem caused by harassment or bullying can lead to job insecurity, illness, absence from work, and even resignation. Almost always job performance is affected and relations in the workplace suffer.

Should a member of staff suffer any bullying or harassment with parent interactions, these must be reported to the manager and steps need to be taken to ensure the situation is dealt with as soon as possible. Staff should have any further discussions with the manager present and any unacceptable behaviour documented. A discussion can be held and if the situation is not resolved advice from extended agencies and local council support can be sought. Should however the situation not improve Little Companions can ask any parents to leave the setting and terminate their child's registration at the setting with immediate effect.

A GUIDE FOR EMPLOYEES FOR UNFAIR DISMISSAL

Employers have a 'duty of care' for all their employees. If the mutual trust and confidence between employer and employee is broken – for example through bullying and harassment at work – then an employee can resign and claim constructive dismissal, at an Employment Tribunal, on the grounds of breach of contract (as long as they have worked for the employer for two years). Employers are usually responsible in law for the acts of their workers.

Health and safety

Breach of contract may also include the failure to protect an employee's health

and safety at work. Under the Health and Safety at Work Act 1974, employers are responsible for the health, safety and welfare at work of all employees.

Steps taken if staff member feels bullying/ harassment is taking place in the setting

Practitioners who have any concerns of bullying and harassment in the workplace, should first consider discussions to resolve the situation- maybe involving a colleague/ co- manager for support. Maybe a change in workload and work environment can be discussed and steps taken to improve the circumstances. Any conversations/ situations must be documented

Managers will support the staff in discussions with the 'bully' to resolve the situation. Staff meetings with team building will follow with clear workplace guidelines reminded.

Failing this, citizens advice bureau can provide extended support. The local Authority can also be contacted for support.

Harassment at work

Let your manager or union or staff representative know of the problem, or seek advice elsewhere, perhaps from a Citizens Advice Bureau, the Acas helpline (0300 123 11 00 Open Monday – Friday 8am–8pm and Saturday 9am–1pm) or the Equality and Human Rights Commission (EHRC) at www.equalityhumanrights.com Try to talk to colleagues to find out if anyone else is suffering, or if anyone has witnessed what has happened to you – avoid being alone with the bully or harasser.

If you are reluctant to make a complaint, go to see someone with whom you feel comfortable to discuss the problem. This may be your manager or someone in personnel (particularly if there is someone who specifically deals with equality issues), your trade union representative, or a counsellor if your organisation has suitably trained people available.

Keep a diary of all incidents – records of dates, times, any witnesses, your feelings, etc. Keep copies of anything that is relevant, for instance annual reports, letters, memos, notes of any meetings that relate to your ability to do your job. Bullying and harassment often reveal themselves through patterns of behaviour and frequency of incidents. Keep records and inform your employer of any medical help you seek.

Tell the person to stop whatever it is they are doing that is causing you distress, otherwise they may be unaware of the effect of their actions. If you find it difficult to tell the person yourself, you may wish to get someone else – a colleague, trade union official or confidential counsellor – to act on your behalf. If you cannot confront the bully, consider writing a memo to them to make it clear what it is you object to in their behaviour. Keep copies of this and any reply.

Be firm, not aggressive. Be positive and calm. Stick to the facts.

To find out more about Early Conciliation, go to

www.acas.org.uk/earlyconciliation

To find out more about Employment Tribunal fees, go to www.justice.gov.uk/tribunals/employment

Employment Policy

Employment and Staffing

We believe that we have a duty to ensure that all adults looking after children in the nursery, or have unsupervised access to the children, are suitable to do so. Therefore we carry out rigorous checks on all our staff to assess suitability. All adults looking after the children must have appropriate qualifications, training, skills and knowledge.

We ensure that staffing arrangements are organised to meet the needs of the children in our care and ensure their safety. We provide a staffing ratio in line with the Welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality.

Procedures

Ratios

- To meet this aim we use the following ratios of adult to children:
 - children under two years of age: 1 adult : 3 children;
 - children aged two years of age: 1 adult : 4 children; and
 - children aged three to seven years of age: 1 adult : 8 children.
- A minimum of two staff/adults are on duty at any one time.
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Vetting and staff selection

- 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 or ethnic origin. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Criminal Records Bureau for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced CRB check.

Changes to staff

- We inform Ofsted of any changes in the person responsible for our setting.

Training and staff development

- The nursery manager and deputy manager hold a full and relevant CACHE Level 3 qualification or an equivalent qualification and a minimum of half of our staff hold a full and relevant CACHE Level 2 qualification or an equivalent or higher qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers through external agencies.
- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Managing staff absences and contingency plans for emergencies

- Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
- Managers organise staff annual leave so that ratios are not compromised.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.

- Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.
- We have contingency plans to cover staff absences, as follows:
 - The co- Managers will cover each others absence
 - Bank staff will cover any other member of staff who is absent or on leave. Checks should be carried out for any cover staff working in the nursery.

Inclusion, Equality and Diversity Policy

Statement of Intent

We will ensure that our setting is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, special educational needs, ability or disability, Our setting is committed to anti- discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

Aim

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued
- Include and value the contribution of all our families to our understanding of equality and diversity
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- Make inclusion a thread that runs through all of the activities within the setting
- Due to the current PREVENT government legislation (2015) Practitioners are aware of promoting an ethos of mutual respect and community values. Any suspicion of radicalisation or extremism suspected of any form is reported to the child protection officer/ co managers (Naazish and Reema).

Legal framework for this policy

- The Equality Act 2006
- Disability Discrimination Act(DDA) 1995,2005
- Race Relation Act 1976
- Race relation Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004

- Special Educational Needs and Disability Act 2001
- Prevent 2015

Method

- All the staff are responsible for implementing this policy with Reema and Naazish- Co-Managers overseeing the practice and providing relevant support and training

In order to meet our legal duties, promote equality and inclusion within the setting and value diversity we follow procedures for both **ADMISSIONS , EMPLOYMENT, CURRICULUM, CHILD PROTECTION** - please refer to these policies

Induction Policy

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

Procedures

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

Induction Toolkit Guide

Information of Staff breaks and maintaining suitable Staff ratio

The following is guidance to staff about their breaks and the importance of maintaining the staff ratio during the time breaks are taken:

- Staff working up to 5 hour shifts will be allocated one 15 minute break.
- Staff working 6 hours plus will be allocated a 30 minute lunch break and one 15 minute break.

In order to ensure staff ratio is always in place Staff are advised to take their breaks during quiet periods in the Daily routine. Staff must also rotate breaks, so not all staff are on breaks at the same time. Suitable times may vary, but can be during circle time, nap time and during children's lunch time as long as sufficient staff are still available to maintain supervision. Staff must inform the team they are going on their break and pass on any relevant information if need be. This is especially important if staff are on break during pick up or drop off and if they need a parent to be advised in anyway, it is their responsibility to either delay their break or share the information with a fellow practitioner.

Information Sharing Policy and Procedure

It is every parent's right to know that the information they share with us will be regarded as confidential and to be informed about circumstances and reasons, when we are obliged to share information.

We are obliged to share information without authorisation from the person who provided it or to whom it relates if it is to prevent a crime being committed, intervene when one may have been committed, to prevent harm to a child or when not sharing the information could be worse than the outcome of having shared it.

The decision to share information is never made by an individual but by management committee. The criteria for deciding to share information are three:

1. Where there is evidence that the child is suffering, is at risk of suffering significant harm.
2. Where there is reasonable cause to believe that a child may be suffering or at risk of suffering significant harm.

3. To prevent significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

Procedures

Our procedures for information are based on the 7 golden rules for information sharing set out in *Information Sharing: Guidance for Practitioners and Managers (2008)*.

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

Our *Information Sharing Policy and Procedures* provide guidance to appropriate information sharing with other agencies.

2. Be open and honest. Explain to families how, when and why information will be shared about them and with whom. Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation.

In the nursery we have a Safeguarding Children and Child Protection Policy which is available for parents to read, parents are encouraged to do this when registering children at the nursery. We provide information about our information sharing policy and parents sign a form to confirm that they understand circumstances when information may be shared without their consent. This is on our registration form. We inform parents about circumstances when information will be shared with external agencies, for example, with regards to special needs the child may have or transition to school.

3. Seek advice when there are doubts about possible significant harm to a child or others.

The nursery manager will contact children's social care for advice where they have doubts or are unsure.

4. Share with consent where appropriate. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.

Judgements will be based on the facts of the case and all decisions to share information without consent will not be made by one individual but with the backing of management committee officers.

5. Consider the safety and welfare of the child when making a decision about sharing information- if there are concerns regarding 'significant harm' the child's well-being and safety is paramount.
6. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely.

Concerns should be recorded and discussed with the designated person for child protection matters or the nursery manager, who will discuss concerns with the designated officer of the management committee. Any decisions should be recorded and the reasons why information will be shared and with whom. Procedures for reporting concerns and record keeping should be followed.

7. Reasons for decisions to share information, or not, are recorded.

This is set out in our *Record Keeping Procedure*.

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought or their refusal to consent may be overridden. We do this verbally when a child starts and also by asking parents to sign a registration form to confirm they understand this.

Guidelines on the use of Restraint

These guidelines are meant to assist staff in schools deal effectively with challenging behaviour. The objective is to ensure that all schools provide a safe working environment for all young people and staff. It is important that these guidelines are read in conjunction with the Brent Child Protection in the Education Service procedures.

1. Introduction

- a. Occasionally, incidents may arise at school when staff members will be required to use restraint to protect children and young people from harming themselves, members of staff and/or property from damage. The use of force should, wherever possible, be avoided. When

restraint is necessary, it must be used in ways that maintain the safety and dignity of all concerned. There should be a planned strategy in place to deal with incidents of challenging behaviour. Section 550A of the Education Act 1996 allows teachers and other staff who are authorised by the Head teacher to have control or charge of pupils, to use such force as is reasonable in all the circumstances to prevent a pupil from doing (or continuing to do) any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- Causing injury to himself/herself or others, or causing damage to property, including the pupil's own property, or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.

Restrictive physical interventions can be employed to achieve a number of different outcomes:

- to separate or disengage children and young people from engaging in dangerous or harmful physical behaviour;
- to separate children and young people from one another who are known to respond in physically aggressive ways towards each other;
- to protect a child or young person from a dangerous situation – for example, the hazard of a busy road

It is important, therefore, that, at all times, staff members operate within the guidelines described in this paper.

2. Definition

- a. Restraint consists of 'containing' a child's behaviour. This may involve such strategies as:
 - rocking with or holding a child or may be of a non-physical nature such as talking in a soothing, calming manner;

- physically standing between a child or young person;
 - blocking a child's or young person's path;
 - holding a child or young person in non-confrontational way that doesn't create additional risk of harm to child or young person or adult (see 1e) ;
 - leading a pupil by the hand or arm;
 - shepherding a pupil away by placing a hand in the centre of the back
- b. The use of restraint should always be considered within the wider context of other measures to manage behaviour. These include establishing and maintaining good relationships with children and young people and using diversion, diffusion and negotiation to respond to difficult situations. Use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering physical force, should be dealt with under school disciplinary procedures.
- c. All staff should adopt a positive approach to improving behaviour in order to reward effort and application and to build self-esteem. Schools should work in partnership with those who know the child or young person to help those concerned:
- Find out why this child or young person behaves as he or she does
 - Understand the factors that influence this child's or young person's behaviour
 - Identify early warning signs that indicate foreseeable behaviours are developing

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours and make sure that the use of restraint is rare.

- d. School staff should refer to the school's behaviour policy when developing and implementing behaviour management plans. All behaviour management plans should be formally agreed and ratified before implementation. Plans should be formally recorded in accordance with school procedures and set out the action taken to:
- Meet the child's or young person's needs

- Encourage the child or young person to make positive choices and to develop self-control
 - Support the child or young person in difficult situations
 - Safely manage crises if and when they occur
- e. Restraint should be used only if it is clear that the risks associated with not using restraint are greater than when used. Under health and safety legislation, the school must assess risks¹ to both, employees and children and young people arising out of their work activities, including the use of physical interventions. The ‘duty of care’ legislation requires that reasonable measures are taken to prevent harm.
- (f) It is good practice to record and report incidents in which physical intervention has been used clearly and immediately after they occur in accordance with school procedures. All incidents requiring the use of physical intervention should be thoroughly and systematically documented within school records such as registers, logs and incident books {See Appendix A}. Parents should be informed on any occasion where restraint has been necessary, before the child goes home, and the reason for the action clearly explained.

3. Responding to complaints

The use of restrictive physical intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint being received by a school in relation to the use of force by staff, the matter should be dealt with in accordance with agreed procedures for handling allegations against members of staff. Revised guidance about such procedures, prepared jointly by the national Employers Organisation for School Teachers and the six teacher unions, was published in September 2002. The document “Education Staff and Child Protection: Staff Facing an Allegation of Abuse” can be accessed electronically at:

<http://www.lg-employers.gov.uk/conditions/education/allegations/index.html>.

Guidance about dealing with allegations is also contained in DfEE circular 10/95 “Protecting Children from Abuse – the role of the Education Service”. Schools should only take action to suspend staff subject to such allegations after careful consideration of whether this is the appropriate course of action.

¹ A brief paper on Risk Assessment is attached as Appendix B.

4. Staff training

Training in methods of restraint that are acceptable within school is available and teachers and support staff should be encouraged to take up such opportunities. Please contact, Jean Cooper, Education Child Protection Adviser for further information. This training is intended to help staff to link meeting children's and young people's needs with positive behaviour management.

Report of incident involving restraint

1. Describe briefly the incident. [Include the reason for using restraint rather than another strategy, the physical intervention employed and whether the pupil or anyone else experienced injury or distress, stating what action was taken if that was so.]

2. Name of staff member/s involved in the use of restraint

3. Who were the witnesses? (If there were any, please attach their reports)

4. Was a statement from the subject (pupil) of restraint attached to the report?

5. When, where and at what time did the incident occur?

6. Was the incident reported to the designated teacher for child protection?
When?

7. When were the parents informed?

8. Signature

Date

Copy to: Jean Cooper, Education Child Protection Adviser

**Specimen Risk Assessment Proforma for
assessing and managing foreseeable
risks for children who present
challenging behaviours**

Proforma for assessing and managing foreseeable risks for children who present
challenging behaviours

Name of child

Class group

Name of teacher

School

Identification of Risk	
Describe the foreseeable risk	
Is the risk potential or actual	
List who is affected by the risk	
Assessment of Risk	
In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Risk Reduction Options			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to			

respond to adverse outcomes			
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Agreed Behaviour Management Plan & School Risk Management Strategy		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by and date:

Relationship to child:

Communication of Behaviour Management Plan & School Risk Management Strategy		
Plans and strategies shared with:	Communication Method	Date Actioned

Staff Training Issues		
Identified training needs	Training provided to meet needs	Date training completed

Evaluation of Behaviour Management Plan & School Risk Management Strategy		
Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
ACTIONS FOR THE FUTURE		

Plans and strategies evaluated by
and date:

Relationship to child:

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Staff Appraisals and Professional Development

At Little Companions we feel it is essential staff maintain reflective practice and continuously assess their work in order to achieve the highest standard in implementing the learning environment. The senior practitioners and Nursery manager will work to support staff in their professional development.

- On starting Little Companions there will be a 3 month trial period, whereby a staff appraisal will be carried when nearing the end of this period. On successful completion of the trial period, staff will be set out targets and objectives for them to achieve professionally. This is also the purpose of the beginning of year appraisal which all employees will have at the start of the year.
- Mid- year appraisal, will allow staff to reflect on their development in the targets set out at the beginning of the year as well as setting new objectives if need be. Staff will also have an opportunity to carry out a Personal Development Plan (PDP) in order to add any goals they would like to achieve as well as those set out by the manager.
- End of year appraisal will allow staff to go over their year's objectives and assess their completion of these targets with the Nursery Manager. They will be asked to fill in a self-evaluation form on their year and their practise. This will then be discussed with the Nursery manager.

The managers will carry out Staff appraisals for the junior practitioners and co-managers will evaluate their roles, responsibilities and professional development together. All feedback and targets and goals will be evaluated by the Nursery Manager for all staff. If areas of development are recognised whereby staff requires further training, Little Companions will ensure staff are booked onto the relevant courses for their professional development. Little Companions encourages staff to implement reflective practise in all areas of their work.

STAFF BEHAVIOUR AND CODE OF CONDUCT

All practitioners should ensure that at all times they:

- Treat all children and fellow colleagues with respect
- Set a good example by conducting themselves appropriately and as role models for the children remembering key ethos of five to thrive, responding appropriately to children's needs.
- Encourage safe and positive behaviour among children
- Are a good listener

- Are alert to changes in a child's behaviour
- Recognise that challenging behaviour might be an indicator of abuse
 - Read and understand all of the preschool's safeguarding and guidance documents as well as wider safeguarding issues such as bullying, e-safety and information sharing
- Maintain professional standards and boundaries at all times on and off the preschool site
- Are aware that at all times, both during their time at preschool, and during social time they are expected to behave as professionals.

For further guidance on Staff behaviour – key policies of reference are behaviour management, mobile phone and social media policy, confidentiality and information sharing policies, smoking policy, curriculum policy, technology and e-safety policy

STAFF MEDICATION POLICY

Staff who may require specialised medication for conditions such as Diabetes, or allergic reaction medication must inform the Nursery managers and First aider in the Nursery as well storing their medication safely and out of reach of any children within the nursery. Where possible medication can be stored with staff's belongings in the office safely out of sight. On occasions where this is not possible for example storage of Insulin for diabetes in the fridge, all staff must be informed and the medication should be kept on a high shelf. Also in the case of anti- allergy medication such as Epipens , this should be similar to the children's medication signed for and a supply kept in the Nursery Office near the first aid box away from children access.

The first aider in the Nursery will be aware of these medications and have the relevant training if need be to support any staff with such conditions.

Staff Uniform and Lunch Guidelines

We expect staff to be dressed appropriately for the nursery environment, both for interacting with children and parents. In line with the ethos of the nursery, staffs are to be seen as role models for the children and should behave and dress accordingly. Little Companions has formulated the following guidelines:-

- Wearing modest, loose clothing. We recommend plain black loose trousers and simple, long loose top.
- Flat shoes.

- No jewellery
- Staff who smoke must ensure that there is no lingering smell on their clothes before entering the Nursery.
- Those wearing a head scarf should ensure it is tied neatly and pins should be securely fastened so they do not pose a health and safety risk to the children.
- Staff must look neat and tidy and keep to a good level of hygiene.

We thank you for your cooperation.

Lunch Guidelines

Staff will be allocated a half an hour lunch break. If staff bring in food from home we request that in line with our promoting healthy eating policy, they bring in food which meets this criteria. This is especially important if they are eating in vision of the children in order to set a positive example about a healthy lifestyle.

Staff can also leave the premises and have their lunch elsewhere as long as they return within half an hour.

The shorter breaks must be taken on the premises. Tea and coffee will be available and staff are welcome to bring in snacks and lunch from home.

There is a refrigerator and microwave available for storing and heating food.

Student Placement Policy

Little Companions recognises 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. We also offer placements for school pupils on work experience.

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.

Procedures

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have CRB checks carried out.

- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our Nursery on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the Nursery may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees 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 students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- 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 Nursery.
- We ensure that trainees and students placed with us are provided with the necessary background understanding of children's development and activities.

Transfer of Records to School

We recognise that children sometimes move to another early years setting before they go on to school although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting in this process. We prepare records about a child's development and learning in the EYFS in our setting; in order to enable smooth transitions we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

Procedures

Transfer of development records for a child moving to another early years setting or school

- Using the EYFS assessment of development and learning we will ensure the key person prepares a summary of achievements in the seven areas of learning.
- This record refers to any additional language spoken by the child and his or her progress in both languages.
- The record also refers to any additional needs that have been identified or addressed by the Nursery.
- The record also refers to any special needs or disability and whether a CAF was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs and gives the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence such as photos or drawings that the child has made.
- For transfer to school, most local authorities provide an assessment summary format or a transition record for the setting to follow.
- If there have been any welfare or protection concerns a star is placed on the front of the assessment record.

Transfer of confidential information

- The receiving school or setting will need to have a record of concerns that were raised in the setting and what was done about them.
- A summary of the concerns will be made to send to the receiving setting or school along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these.
- Where a CAF has been raised in respect of any welfare concerns the name and contact details of the lead professional will be passed on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern the name and contact details of the child's social worker will be passed on to the receiving setting or school – regardless of the outcome of the investigation.
- This information is posted or taken to the school or setting, addressed to the setting or school's designated person for child protection and marked confidential.

Legal framework

- Data Protection Act 1998
- Freedom of Information Act 2000
- Human Rights Act 1998
- Children Act 1989

Whistle Blowing Policy

Whistle blowing Legislation

The Public Interest Disclosure Act 1998 protects workers who 'blow the whistle' about wrongdoing. It applies where a worker has a reasonable belief that their disclosure tends to show one or more of the following offences or breaches:

- a criminal offence;
- the breach of a legal obligation;
- a miscarriage of justice;
- a danger to the health and safety of any individual;
- damage to the environment; or
- deliberate covering up of information tending to show any of the above

This means the law provides them with protection if they 'blow the whistle' on their colleague or employer.

Employees can report any concerns they have about incorrect workplace methods which they believe could put children at risk.

At Little Companions any member of staff with possible concerns about possible abuse involving a colleague or senior member of staff has the opportunity for 'whistle blowing', i.e. the circumvention of the normal channels of line management communication.

All staff are informed of how to contact Ofsted's whistleblower hotline on 08456 404046 (Monday – Friday 08:00 to 18:00), email whistleblowing@ofsted.gov.uk or write to WBHL, Ofsted, Royal Exchange Buildings, St Ann's Square, Manchester. M2 7LA

All staff are informed of the charity called Public Concern at Work; which gives free and confidential advice and can help them decide whether and/or how to raise their concerns at work first. They can call Public Concern at Work on 020 7404 6609, email helpline@pcaw.co.uk or visit www.pcaw.co.uk/law/uklegislation.htm for useful information about whistleblowing legislation.

We have put in place a confidentiality file where a member of staff can record their concerns to protect anonymity

Working in partnership with other agencies

We work in partnership with local and national agencies to promote the well-being of all children.

Procedures

- We work in partnership with, local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing Policy, Safeguarding Children procedures and the Special Educational Needs procedures.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

No-Smoking Policy

Little Companions is a strictly no-smoking environment, both indoor and outdoor.

Procedures

- All staff, parents and volunteers are made aware of our no-smoking policy.
- We display no-smoking signs.
- We actively encourage no-smoking by providing information for parents and staff about effects of smoking on themselves and others and how to get help to stop smoking.
- Staff are not permitted to smoke during working hours.
- Staff who smoke outside of the setting must make every effort to reduce the odour and lingering effects of passive smoking for children and colleagues.

Safer Recruitment Policy Procedure

Little Companions is committed to provide the best possible care and education to its pupils and to safeguard and promote the welfare of children and young people. The Nursery is also committed to providing a supportive and flexible working environment to all members of staff. We recognise that in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest calibre who share this commitment.

The aims of the Nursery's Recruitment Policy are as follows:

- to ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position
- to ensure that all applicants are considered equitably and consistently
- to ensure that no applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex, disability or age
- to ensure compliance with all relevant recommendations and guidance including the recommendations of Ofsted as stated in the *EYFS Statutory Framework 2012* [and the code of practice published by the Criminal Records Bureau (**CRB**)]
- to ensure that the Nursery meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks

- to ensure all staff have a/ or equivalent qualification of GCSE Maths and GCSE English. If Staff are recruited without a suitable level of English, further training will be recommended.

The Nursery manager in partnership with the Education Project Manager is responsible for the recruitment of Nursery practitioners, Catering, General Assistant and Maintenance Staff. Both are responsible for familiarising themselves with and complying with the provisions of this policy.

Recruitment and Selection Procedure

Applicants will receive a Job description, Person specification and Health declaration form for the role applied for.

All applicants for employment will be required to complete an **Application Form** containing questions about their academic and employment history and their suitability for the role.

Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. Curriculum vitae will not be accepted in place of the completed application form.

Successful applicants will then be invited to attend a **formal interview** at which his/her relevant skills and experience will be discussed in more detail.

If it is decided to make an offer of employment following the **formal interview**, any such offer will be conditional on the following:

- The agreement of a mutually acceptable start date and the signing of a contract incorporating the Nursery's standard terms and conditions of employment;
- The receipt of two satisfactory references (one of which must be from the applicant's most recent employer) which the Nursery considers to be satisfactory;
- The receipt of an enhanced disclosure from the CRB which the Nursery considers to be satisfactory;

- The applicant's medical fitness by completing a Health Declaration Form;
- Confirmation that the applicant is not barred from working with children (covered by CRB check). In the event that an enhanced CRB disclosure cannot be obtained before employee starts, they may begin work in some circumstances as long as they are always accompanied by a member of staff and a risk assessment of the situation has been carried out.
- The Nursery is aware of its duties under the Disability Act 1995. No job offer will be withdrawn without first consulting with the applicant, considering medical evidence, considering reasonable adjustment and suitable alternative employment.

In exceptional circumstances, a member of staff may begin work if some references/checks are outstanding, but all Criminal Records Bureau checks must have been complete and in the absence of a CRB, a List 99 check is essential. Appropriate supervision will be put in place until all checks have been received. Therefore a Risk Assessment will be put in place and all relevant staff are made aware.

Pre-employment Checks

In accordance with the recommendations of Ofsted as stated in the *EYFS Statutory Framework 2012* the Nursery carries out a number of pre-employment checks in respect of all prospective employees.

Verification of Identity and Address

All applicants who are invited to an Interview will be required to bring the following evidence of identity, right to work in the UK, address and qualifications:

- Passport
- Two utility bills or statements (from different sources) showing their name, home address and no less than 3 months old from the interview date
- Documentation confirming their National Insurance Number (P45, P60 or national insurance card)

- Original documents confirming any educational and professional qualifications referred to in their application form

Where an applicant claims to have changed his/her name by deed poll or any other mechanism (e.g. marriage, adoption, statutory declaration) he/she will be required to provide documentary evidence of the change.

The Nursery asks for the date of birth of all applicants (and proof of this) in accordance with the Ofsted as stated in the *EYFS Statutory Framework 2012*

Proof of date of birth is necessary so that we are able to verify the identity of, and check for any unexplained discrepancies in the employment and education history of all applicants. The Nursery does not discriminate against applicants on the grounds of age.

References

All offers of employment will be subject to the receipt of a minimum of two references which are considered satisfactory by the Nursery. One of the references must be from the applicant's current or most recent employer. If the current/most recent employment does/did not involve working with children, then the second referee should be from the employer with whom the applicant most recently worked with children. The applicant can also provide the course supervisor if they have a relevant childcare qualification as their referee, especially if newly qualified. Neither referee should be a relative or someone known to the applicant solely as a friend.

All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they have any reason to believe that the applicant is unsuitable to work with children. All referees will be sent a copy of the job description and person specification for the role which the applicant has applied for. If the referee is a current or previous employer, they will also be asked to confirm the following:

- the applicant's dates of employment, job titles/duties, reason for leaving, performance, sickness and disciplinary record
- whether the applicant has ever been the subject of disciplinary procedures involving issues related to the safety and welfare of children (including any in which the disciplinary sanction has expired)
- whether any allegations or concerns have been raised about the applicant that relate to the safety and welfare of young people or behaviour towards children or young people

The Nursery will only accept references obtained directly from the referee and it will not rely on references or testimonials provided by the applicant or on open references or testimonials.

We will compare all references with any information given on the application form. Any discrepancies or inconsistencies in the information will be taken up with the applicant and the relevant referee before any appointment is confirmed.

Criminal Records Check

Due to the nature of the work, the Nursery applies for criminal record certificates from the Criminal Records Bureau (**CRB**) in respect of all prospective staff members, and volunteers. For all positions, the School requests an enhanced disclosure from the CRB. An enhanced disclosure will contain details of all convictions on record (including those which are defined as "spent" under the Rehabilitation of Offenders Act 1974) together with details of any cautions, reprimands or warnings held on the Police National Computer. An enhanced disclosure will also reveal whether an applicant is barred from working with children or vulnerable adults by virtue of his/her inclusion on the lists of those considered unsuitable to work with children or vulnerable adults maintained by the Independent Safeguarding Authority. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant in connection with the matter in question.

CRB checks will be requested for applicants with recent periods of overseas residence and those

with little or no previous UK residence. These applicants will be required to provide further information, including the equivalent of a disclosure, if one is available in the relevant jurisdiction(s). Where such information is unavailable or not satisfactorily provided we will decline an offer of employment in line with our codes to ensure effective Child Protection procedures are in place and our Safe Recruitment procedures.

Assessment Criteria

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by the applicant during the recruitment process or obtained through a disclosure check, the Nursery will consider the following factors before reaching a recruitment decision:

- whether the conviction or other matter revealed is relevant to the position in question
- the seriousness of any offence or other matter revealed
- the length of time since the offence or other matter occurred
- whether the applicant has a pattern of offending behaviour or other relevant matters
- whether the applicants circumstances have changed since the offending behaviour or other relevant matters
- The circumstances surrounding the offence and the explanation(s) offered by the convicted person

If the post involves regular contact with the children, it is the Nursery's normal policy to consider it a high risk to employ anyone who has been convicted at any time of any of the following offences:

- Murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence
- Serious class A drug related offences, robbery, burglary, theft, deception or fraud
- If the post involves access to money or budget responsibility, it is the School's normal policy to consider it a high risk to employ anyone who

has been convicted at any time of robbery, burglary, theft, deception or fraud.

If the post involves some driving responsibilities, it is the school's normal policy to consider it a high risk to employ anyone who has been convicted of drink driving within the last ten years.

Assessment Procedure

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the School will carry out a risk assessment by reference to the criteria set out above. The assessment form must be signed by the *NURSERY MANAGER* before a position is offered.

If an applicant wishes to dispute any information contained in a disclosure, he/she can do so by contacting the CRB direct. In cases where the applicant would otherwise be offered a position were it not for the disputed information, the Nursery will, where practicable, defer a final decision about the appointment until the applicant has had a reasonable opportunity to challenge the disclosure information.

Retention and Security of Disclosure Information

The Nursery's policy is to observe the guidelines issued or supported by the CRB on the use of disclosure information.

In particular, we will:

- store disclosure information and other confidential documents issued by the CRB in locked cupboard, of which access is restricted to members of the Nursery's senior management team

- not retain disclosure information or any associated correspondence for longer than is necessary. Generally this will be for a maximum of six months.
- The Nursery will keep a record of the date of disclosure, the name of the subject, the type of disclosure, the position in question and the disclosure number
- ensure that any disclosure information is destroyed by suitable secure means such as shredding
- prohibit the photocopying or scanning of any disclosure information

The Nursery complies with the provision of the CRB code of practice.

Retention of Records

If an applicant is appointed, the Nursery will retain ant relevant information provided on their application form (together with any attachments) on their personnel file. If the applicant is unsuccessful, all documentation relating to the applicant will normally be confidentially destroyed after six months.

Queries

If any applicant has any queries on how to complete the application form or any relevant document or other matter they should contact the *Nursery Manager*.