

□



Policies and Procedures for the setting

| Contents: Policy or Procedure | Page Number |
|---|-------------|
| Administration of Medicine / Accident Book | 4 |
| Admissions | 6 |
| Bad Debts | 8 |
| Behaviour | 9 |
| British Values | 14 |
| Camera & Computer | 17 |
| Child Protection-appendix 1 Safeguarding Child | 18 |
| Collection / Drop off Procedure | 24 |
| Complaints | 26 |
| Confidentiality-appendix 2 Privacy Notice | 25 |
| DBS Portability | 32 |
| DBS Secure Storage | 33 |
| Disciplinary | 36 |
| Dignity at Work | 38 |
| E Safety Policy | 41 |
| Equal Opportunities | 44 |
| Equipment & Resources | 48 |
| Fees | 50 |
| Fire Evacuation | 52 |
| Forest Schools-appendix 4 | 53 |
| Food and Drink | 55 |
| Grievance | 57 |
| Health and Safety | 59 |
| Lone Working | 68 |
| Maternity, Paternity and Adoption | 69 |
| Missing Child | 81 |
| Nappy Changing – appendix 3 Continence Policy for EYFS | 83 |
| Non Collection of Children | 84 |
| Occasional Use | 86 |

| | |
|---|-----|
| □ | |
| Over 8's Club | 87 |
| Outings | 89 |
| Parental Involvement | 92 |
| Reserves Policy | 94 |
| Settling | 96 |
| Sick Child | 97 |
| Special Educational Needs | 99 |
| Staff Absence | 101 |
| Staffing & Employment | 103 |
| Student Policy | 105 |
| Social Network and Mobile Phones | 107 |
| Transition | 108 |
| Toys Policy | 110 |
| Whistle Blowing Policy – appendix 5 & 6 | 111 |



POLICY NAME: Administration of Medicine Authorisation Signature:
Reporting Accidents

DATE ADOPTED: 01/01/2012 DATE AMENDED: 09/05/2019

Statement of Intent

We want children to be able to be supported in their play and learning while at Jigsaws. This may mean they have to have some medication while with us or that they have an accident while at Jigsaws that needs to be reported.

Aim

Please use these guidelines in conjunction with the Health and Safety policy section and the sick child policy – medication / accident records on iconnect.

The accident/medication section can be found on iconnect in each room and it must be completed when;

- Medicine is required to be given
- There are any head injuries, breaks or any bleeds.
- Any accident resulting in a parent or carer taking their child straight to A&E must be informed to Operations/Business Manager immediately. RIDDOR must be considered/Ofsted

METHOD

All areas of the accident section should be completed and witnessed by another member of staff on the I connect system. It is not necessary to name the other children who may have been in the accident.

The accident information should be shown to the parent on the iconnect system within the room and needs to be signed by the child's parent or carer. Please make a note on the child's Daily Register that the Accident needs to be signed for. Please note specifically where on the body the accident has occurred note right or left side be as specific as possible.

As well as completing the Accident section you may need to complete a Head Injury sheet if relevant. The Head Injury sheet must be used for all head accidents.

The head bump sheet must be placed in the child's lunch box or bag, a note needs to be made on the Daily Diary or the register.

□

If at the end of the day if the accident has not been signed by the parent or carer, a senior member of staff must call the parent/carer to inform them of the accident and ask for the accident section on iconnect to be retrospectively signed the next day. Asked to look on the iconnect system.

Administration of Medicine

If a child requires medication, a senior member of Nursery staff will administer the medicine, and this will be supported by another member of staff. Parents must provide Nursery staff with the medicine in the original packaging. If prescribed by a doctor, the medicine must clearly show the child's name, the date and the dosage. Parents will also be required to give their written consent for the Nursery staff to administer medicine to the child. Staff must also ask when the last dosage of medicine was given at home and make a note of this. If a reaction occurs, this should be recorded on the child's profile on iconnect/register. The child's parents and GP will be contacted straight away.

All parents have completed a Child Record form with consent to administer first aid and emergency first aid (including calling for an ambulance and accompanying the child to hospital where necessary).

As a setting we will administer Calpol (unprescribed for children during the day) written consent must be given to do this. If during the day this can be emailed to admin@jigsawschildcare.co.uk. Notes must be made on the I connect system, previous dosage checked, and two members of staff confirm the medication given.

PROCEEDURE

2 members of staff required

1st member of staff prepares medication whilst the second member of staff acts as witness.

Check the name on the medicine and witness

Check the dosage and witness

Prepare the dosage and witness

Administer the medicine

Note time, and dosage given on I connect system medication tab.

Staff medication – this must be stored out of reach of children at all times.



POLICY NAME: ADMISSIONS

Authorisation Signature:

DATE ADOPTED: 01/01/2012

DATE AMENDED: 14.8.19

Admission Policy for places with a start date over three months away

Parents who approach us and request a start date for their child more than three months in advance will be asked to complete a Child Record form with the required start date on the front page.

Once returned to us your details will be placed on our booking sheet waiting list.

Parents will then be contacted three months prior to the start date by the Business Manager to confirm that the place is available and is still required. If not all the requested sessions are available, we will try and match as many as possible.

A deposit of £25.00 until the start date will then be required. This is refundable when your child starts and is taken off your first bill.

Admission Policy for places with a start date less than three months away

Parents requesting availability for a start date of less than three months for sessional day care or out of school day care will discuss places with the manager.

Where places are available, they will be asked to complete and sign a child record form and attach a £25.00 refundable deposit.

Where places are not currently available the child name will be placed on the booking sheet waiting list.

When the place becomes available, they will be notified by the manager and asked to complete a Child Record form and I am Special sheet.

Places will be offered on a first come basis.

After Child Record forms and I am Special sheets are received, "taster" sessions to introduce your child to the sessions can be arranged. It is our intention to make our setting inclusive to children and families from all sections of the local community

We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated policies. In order to achieve this aim, we operate the following admissions policy:

We ensure that information about our nursery is accessible - in written and spoken form.

□

We arrange our waiting list in order of receiving an enquiry. In addition, our policy may take into account the following: Children already in attendance changing sessions. The siblings of children attending both past and present. The age of the child.

We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place and we make our equal opportunities policy widely known.

Children can attend morning session, afternoon session or full day subject to subscription. Full & part time schedules are fixed at the beginning of each term subject to availability as places are limited.



POLICY NAME: Bad Debts

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 14.8.2019

At Jigsaws we agree to establish a method of payment that is flexible with the parent and carer, so that we do not discriminate against any child who wishes to attend Jigsaws. In most cases this payment will be made monthly, however, after prior arrangement with the Business Manager it may be daily or weekly. We will accept cash, bank payments, cheques or vouchers. However, we do require that all payments for childcare should be made in advance. You have to pay by the 8th of the month for that month.

At the start of every month a bill will be given to the parent/carer stating the amount the childcare will cost for that month and a date at which it should be paid by. If payment is not made in advance by this date it will be classed as a bad debt and the following procedure applies.

1. If the payment is not received by the date specified on the bill, a late payment penalty will be added of BOE Base Rate plus 4% per day for a maximum of five days plus an additional £10 administration charge.
2. During this period of five days every attempt will be made by the Jigsaws Managers to contact the parents/carers and discuss reasons for late payments and negotiate an acceptable payment date.
3. Parents/Carers will also be notified in this period that a late payment penalty is being added to their bill. All penalty payments are added to the next month's bill and will be highlighted as so.
4. It is at the discretion of the Managers not to add a late payment penalty.
5. Should the end period of five days be reached, and no payment has been received, Jigsaws reserves the right to remove the child/children from their register. This will be done by formal letter handed to the parent/carer or posted if this is not possible.
6. Should a parent/carer have consistently paid late and been subjected to late payment penalties, Jigsaws reserves the right to remove the child/children from their register. This will be done by formal letter handed to the parent/carer or posted if this is not possible.
7. The letter handed to the parent/carer will state the date on which the child/children will be removed from the register, this will normally be a period of 2 working days. If necessary, school will be informed that Jigsaws is no longer responsible for drop off or collection.
8. The letter handed to the parent /carer will also identify the outstanding payment with penalty added. It will ask for payment within seven days or legal action will be pursued.
9. If no payment is made within seven days, formal legal action will be sought through our debt Collection agency BFL Ltd who will take over the debt.



POLICY NAME: Behaviour Management

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 14.08.2019

Jigsaws 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.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

Methods

The Senior Management Team have overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

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

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.

Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

- When possible, we ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

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.

□

- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping 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 will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

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

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.

- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them 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 both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
 - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

□

Bullying

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

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

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

If a child bullies another child or children:

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



POLICY NAME: British Values

Authorisation Signature:

DATE ADOPTED: 26/10/2015

DATE AMENDED: 14.08.2019

From September 2015 the new Ofsted common inspection framework includes a section on promoting fundamental British values across all levels of education. For early years settings this means that Ofsted will be inspecting early year's providers on how well they promote British values. Ofsted inspectors will be required to make a judgement about how well Jigsaws practitioners deliver a curriculum which demonstrates these values at the heart of the setting and includes teaching children about Britain and British values.

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already embedded in the 2014 Early Years Foundation stage guidance and therefore we are already promoting British values on a daily basis at Jigsaws.

Promoting British values is about providing a wide range of resources and activities that reflect and value the diversity of children's experiences and actively challenge gender, cultural and racial stereotyping. Therefore at Jigsaws we aim to help children gain an understanding of people, families and communities beyond their immediate experience. Our staff provided the following examples of how they do this.

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

Practitioner support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Ideas from staff- We plan for our children to do sharing. We have books on sharing; Excuse Me and Please and Thank You book. At circle time our children have their individual time to take turns. Babies are supported to choose what they want to do or play with and choose sleep times.

Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

□

Ideas from staff – give children time to talk about feelings. Children are given choices given choices in which activities they chose, if they want to play indoors or outside. Their choices are valued. Opinions and choices are discussed. If choices are the wrong choice such as not sharing or being kind children are allowed to talk about their feelings and why they made that choice. This promotes a sense of self. We praise children for the right choice.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

Practitioners ensure that children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong.

Ideas from staff- Our practitioners act as good role models for the children in the setting. We have a behaviour policy which was developed by our practitioners which we follow to create consistency in the setting.

Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Ideas from staff- Children are encouraged to follow routines including tidy up time, older children have developed their own rules when taking turns on the games console. In areas where we have managed risk such as Forest School, baking in the kitchen or woodworking, practitioners ensure that children understand the rules for their safety and follow them.

Individual liberty: freedom for all

Children develop a positive sense of themselves. Practitioners provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.

Ideas from staff- Practitioners support children in their own dressing putting on coats and shoes and these activities are praised as the children develop. Practitioners' planning reflects each of the children's individual needs. Children of all ages are given opportunities to share information about themselves, their families and communities.

Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

Ideas from staff- Key persons take time to talk with children individually during their time at Jigsaws. These conversations during nappy changes or at meal times explore how children are feeling, what they enjoy or dislike. Children know when they speak to a practitioner that their opinion is valued.

Mutual respect and tolerance: treat others as you want to be treated

Managers and leaders create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Ideas from staff- Our inclusion policy reflect this as does policies such as our Local Offer, equality and diversity policy.

Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Ideas from staff- Children are encouraged to talk about differences from the colour of our hair and eyes, to the different clothes we like to wear. Children talk about the different food they like to eat and practitioners encourage them to try different tastes.

Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Ideas from staff – Children are encouraged to take turns and share. Children are also encourage to demonstrate good table manners at meal/snack times.

Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping. A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What is not acceptable is:

- Actively promoting intolerance of other faiths, cultures and races
- Failure to challenge gender stereotypes and routinely segregate girls and boys
- Isolating children from their wider community
- Failure to challenge behaviours (whether of staff, children or parents) that are not line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

□



POLICY NAME: Camera & Computer

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:14.8.19

Children

We encourage children of all ages to use ICT equipment this can be using cameras and computer equipment. Using the tv or visiting sites on-line. We lay out basic guidelines for children using this equipment.

We allow children to only spend up to 15 minutes at the computer table or on a tablet

All games are checked for content and age appropriate skills and learning

Children only are allowed to sit with a tablet or computer, if there is plenty of space around them so resources do not get broken and children are not fighting to see the screen.

We ensure that children share and take turns of the tablet and computer.

We ensure that all children treat the equipment with care and ask one of the staff if they have any problems

Children are asked not to pull or bang on the equipment if they are seen doing this they are asked to leave the area.

Older children are asked to use a rota to use the tablet, computer.

Children must not put information on the computer or take pictures which are unsuitable.

Children accessing the internet for games and information will be continually monitored

STAFF

Staff are not allowed to take photographs using their own equipment in the setting only work based cameras can be used. If pictures need to be taken use allocated tablets or work related mobile.

All photos taken for observations must be only taken using the I connect system storing on the I connect cloud. They must not be stored on the work tablets or work phones. This is to protect against GDPR and safeguarding issues.

Staff must check daily that no images are left stored on the tablet devices.

See Mobile Phone Policy and Social Media Policy



POLICY NAME: Child Protection

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 14.8.2019

Statement of Intent

Jigsaws Childcare Ltd will work with children, parents, external professionals and the community to ensure the safety of children and to give them the very best start in life.

Key Commitment's One

- We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.
- 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' (DoH 2004).
- We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Aims we aim are to carry out this policy by:

- Promoting children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background;
- Promoting children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence;
- Promoting children's right to be strong, resilient and listened to by enabling children to have the self confidence and the vocabulary to resist inappropriate approaches;
- 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.

The legal framework for this work is:

Primary legislation

□

The Children Act 1989 - s 47

The Protection of Children Act 1999

GDPR 2018

The Childcare Act 201

UN Conventions the Rights of the Child 1990

The Children Act 2004 (Every Child Matters)

The Children (NI) Order

The Children (Scotland) Order

Guidance

What to Do if You are Worried a Child is Being Abused (2004)

The Framework for the Assessment of children in Need and Their Families (2000)

Working Together to Safeguard Children (revised 2018)

The Common Assessment Framework 2005

Secondary Legislation

Sexual Offences Act (2003)

Race Relations (Amendment)Act (1976) Regulations

Criminal Justice and Court Services Act (2000) Rehabilitation of Offenders Act 1974

Human Rights Act (1999) Race Relations (Amendment) Liaison with other bodies Act (2000)

We work within the Area Safeguarding Children Committee guidelines.

- We have a copy of 'What to do if you a worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of Early Help Consultants.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- Details of the local National Society for the Prevention of Cruelty to Children (NSPCC) contacts are also kept.
- If a referral is to be made to the local authority social services department, we act within the Area Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

Methods

Jigsaws Childcare Ltd is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery. Staffing and volunteering

- Our Safeguarding lead is Amie Ross, Deputy Safeguarding is Helen Smith Voluntary Director with safeguarding responsibility is Nicole Newiss.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. A member of staff has undergone accredited CWDC Safer Recruitment Training.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the DBS before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting found in our reception area.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

Key Commitment Two

Jigsaws Childcare Ltd 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 'What to do if you are worried a child is being abused' (DoH 2004.)

Method

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the Operations Manager who is acting as the 'Safeguarding Lead'. The information is stored on the child's personal file.
- Staff in the setting take care not to influence the outcome either through the way they speak to children or by asking questions of children.

Allegations against staff

We ensure that all parents know how to complain about staff or volunteers actions within the setting, which may include an allegation of abuse.

□

We follow the guidance of the Area Safeguarding Children Committee when responding to any complaint that a member of staff, student or volunteer has abused a child and take advice from our Early Years Consultant, LADO.

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 the local authority's social service department and ofsted to investigate.

We co-operate entirely with any investigation carried out by social services in conjunction with the police.

Following guidance from the LADO/Early Years Help appropriate steps will be taken to ensure the adult is supported for the duration of the investigation. The child's security is paramount and will duly affect how the staff member is supported (whether they can continue to work on the premises or need to be **suspended**).

Disciplinary action

Where a member of staff or a volunteer is dismissed from the setting or internally disciplined because of misconduct relating to a child, we notify the Department of Health administrators so that the name may be included on the List for the Protection of Children and Vulnerable Adults.

Key Commitment Three

Jigsaws Childcare Ltd is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

We seek out training opportunities for all adults involved in the setting 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.

Safeguarding Leads and responsible persons have correct levels required. All staff cover basic training.

We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

Planning

The layout of the rooms allow for constant supervision. No child is left alone with staff or volunteers in a one to one situation without being visible to others. This also covers changing and toileting routines.

Curriculum

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

- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Disclosures

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

1. offers reassurance to the child;
2. listens to the child; and
3. 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:

1. the child's name;
2. the child's address;
3. the age of the child;
4. the date and time of the observation or the disclosure;
5. an objective record of the observation or disclosure;
6. the exact words spoken by the child as far as possible;
7. the name of the person to whom the concern was reported, with date and time; and
8. the names of any other person present at the time.
9. these records are signed and dated and kept in the child's personal file. All members of staff know the procedures for recording and reporting.
10. This information is used to complete records for NYSCB and follows protocol required and times for the referral.

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 Area Safeguarding Children Committee 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 Area Safeguarding Children Committee.

Support to families- Jigsaws Childcare believes in building trusting and supportive relationships with families, staff and volunteers in the group.

- We make clear to parents, our role and responsibilities in relation to Child Protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local social services department.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.

□

- We follow the Child Protection Plan as set by the social services department in relation to our 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 Area Safeguarding Children Committee.



POLICY NAME: Collection/ Drop off Procedure

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:14.08.2019

Part of our daily routine is the drop off and collection of children from local schools and nurseries. In particular, Kirk Fenton Primary School.

BREAKFAST CLUB

Jigsaws staff leave for drop off between 8.40 and 8.45am. Our staff stay with the children in the main playground and accept full responsibility until the bell rings. Children attending Reception and class 1 are escorted to their classrooms by staff.

AFTER SCHOOL

1. Two Members of Jigsaws Staff will go over to School to collect the children. The remaining staff stay in Jigsaws supervising the remaining children.
2. One of these staff members will take the Hall register into the Hall where all the Jigsaws children from classes 2, 3, 4, 5 and 6 will be sent by their class teacher. This member of staff completes the Hall register. If any children are missing this member of staff informs the manager or supervisor in charge. (Skip to point 4)
3. The other member of staff goes to Reception, class 1, checking them on the register and taking them to the hall. If any children are missing the manager or supervisor is informed and step 4 and 5 are taken.
4. The manager /supervisor then informs the child's teacher and a search is begun of School and the bus queue. If the child is located and no message has been received by School or teacher of a change in arrangement than the child **MUST** come to Jigsaws.
5. If the child is not located then Jigsaws and school continually rings the child's parents until they are reached if the parents are not reached within 15 mins then the police are contacted. The child remains the responsibility of school until handed over to Jigsaws. **SEE MISSING CHILD POLICY**
6. The incident is logged in the incident tracker.

□

COLLECTION FROM JIGSAWS:

1. Children must be collected by a person aged 16 years and above.
2. Children must only be collected by persons named on the child's contact sheet prior arrangements have been made by their main carer.
3. A password system is in place to confirm the identity of the individual collecting.
4. If staff are in any doubt, they must not release the child until they have spoken to the main carer.



POLICY NAME: Complaints

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 14.08.2019

Statement of Intent

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

Aim

We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Methods

To achieve this, we operate the following complaints procedure. All settings are required to keep a 'summary log' of all complaints that reach stage 2 or beyond. This is to be made available to parents as well as to Ofsted inspectors. Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her worries and anxieties with the setting leader.

Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the Operations or Business Manager and the chair of the Directors.
- The setting stores written complaints from parents in a file secure cabinet within the Discoverers room.
- When the investigation into the complaint is completed, the manager meets with the parent to discuss the outcome.

□

- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 3

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

Stage 4

- If at the Stage 3 meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the NDNA-Poundgates, Pre-school Learning Alliance or Community First Yorkshire are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussion confidential. S/he can hold separate meetings with the setting personnel (Manager and chair of the Directors) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

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

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Area Safeguarding Children Committee.

Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the National Standards

for Day Care are adhered to. An ofsted parents poster is on our reception board contact 03001231231.

- If a child appears to be at risk, our setting follows the procedures of the Area Safeguarding Children Committee in our local authority.
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Early Years Help / Area Safeguarding Children Committee to ensure a proper investigation of the complaint, followed by appropriate action.

Records

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



POLICY NAME: Confidentiality

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:05.09.19

Statement of Intent

It is our intention to respect the privacy of children and their parents and carers, whilst ensuring that they access high quality early years care and education in our setting.

Aims

We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to safeguard the welfare of their children.

Methods

We keep records on children attending our setting:

1. Developmental records

- These include observations of children in the setting, samples of their work, summary developmental reports and records of achievement.
- Written information is kept within a lockable unit in our reception area. Electronic data is kept on encrypted lap tops or portable memory devices. In connection with iConnect system Jigsaws are the data controller and iConnect the data processor for developmental records. As client data and personal data controller, Jigsaws ensures that it obtains consent from parents, carer and staff to process this data. This is done through letters of registration sent out for Parent Zone and through our Privacy Notice in accordance with GDPR 2018.

2. Personal records

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

- Records and data are reviewed and updated yearly.

Other records

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on recognised qualifications and training, when they are observing in the setting, are advised of our confidentiality policy during induction and are required to respect it.

Access to personal records

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

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the Manager.
- The Manager informs the chairperson of Directors and sends a written acknowledgement.
- Jigsaws Childcare LTD commits to providing access within one month or 30 days in compliance with GDPR policy - although this may be extended.
- The Manager and chairperson of the board of directors prepares the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. A copy of these letters are retained on the file. 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The Manager and chairperson of the board go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the Manager, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

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

□

Once a year a Privacy notice – Data Protection information sheet is sent out to all our parents informing them that we are a data controller and how data is used. See appendix 2

Disposal of confidential Records

Once the retention period has elapsed, we will ensure that any information is immediately suitably destroyed by secure means, i.e. by shredding, pulping or burning. While awaiting destruction, information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). We will not keep any photocopy or other image of the information or any copy or representation of the contents of it.

We will also take all reasonable steps to satisfy ourselves that other agencies will handle, use, store, retain and dispose of information in full compliance with the GDPR and in full accordance with this policy.

Any data held electronically on lap tops or tablets will be disposed of in the correct manner and the items deconstructed securely.



POLICY NAME: DBS Portability

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 14.8.2019

In some circumstances Jigsaws Childcare Limited will accept a DBS that has been carried out on a member of staff for a previous role within another organisation. The decision to allow this to take place will be taken by the Chair of Directors and a member of staff who has received Disclosure training.

Examples when this will occur:

1. A student is on placement at the setting
2. When a new member of staff or volunteer are to start with us and the starting period is before a DBS could be completed. In this case we would carry out our own DBS within the first few weeks of them starting with us.

When making this decision the following points will be taken into account:

- The length of time that has elapsed since that Disclosure was issued
- The level of Disclosure
- The nature of the position for which the Disclosure was issued
- The nature of the position that person is applying for within Jigsaws
- When employing a member of staff that a full reference has been attained from a previous employer or tutor.

Ultimately if those responsible feel that any of these points are compromised portability will not be considered and a new Disclosure form for the position will need to be completed.

While using a DBS check under the portability policy the individual will not be left unsupervised with the children.



POLICY NAME: DBS Secure Storage

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:14.08.2019

Policy statement on the Secure Storage, Handling, Use, Retention and Disposal of Disclosures and Disclosure information

1. Background

All individuals or organisations using the Disclosure and Barring Service (DBS) to help assess the suitability of applicants for positions of trust and who are recipients of Disclosure information must comply fully with the DBS Code of Practice. Amongst other things, this obliges them to have a written policy on the correct handling and safekeeping of Disclosure information. It also obliges them to ensure that a body or individual, on whose behalf they are countersigning Disclosure applications, has such a written policy and, if necessary, to provide a model for that body or individual to use or adapt for this purpose.

2. Jigsaws Childcare Limited Policy Statement

General principles

As an organisation using the DBS to help assess the suitability of applicants for positions of trust, Jigsaws Childcare Limited complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the GDPR act 2018 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information and has a written policy on these matters, which is available to those who wish to see it on request.

Storage & Access

Disclosure information is kept in a lockable storage area with only Managers able to access it in compliance with GDPR

Handling

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and we recognise that it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is absolutely necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six-months, we will consult the DBS about this and will give full consideration to the Data Protection and Human Rights individual subject before doing so. Throughout this time, the usual conditions regarding safe storage and strictly controlled access will prevail.

Disposal

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately suitably destroyed by secure means, by shredding. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). We will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, notwithstanding the above, we may keep a record of the date of issue of a Disclosure, the name of the subject, the type of Disclosure requested, the position for which the Disclosure was requested, the unique reference number of the Disclosure and the details of the recruitment decision taken.

Acting as an Umbrella Body

Before acting as an Umbrella Body (one which countersigns applications and receives Disclosure information on behalf of other employers or recruiting organisations), we will take all reasonable steps to ensure that they can comply fully with the DBS Code of Practice. We will also take all reasonable steps to satisfy ourselves that they will handle, use, store, retain and dispose of Disclosure information in full compliance with the DBS Code and in full accordance with this policy. We will also ensure that any body or individual, at whose request applications for Disclosure are countersigned, has such a written policy and, if necessary, will provide a model policy for that body or individual to use or adapt for this purpose.

Information on DBS:

If the DBS shows information of concern then a risk assessment is undertaken taking into account:

- The information disclosed and what the individual has told us
- The seriousness of the information disclosed
- Likelihood of repeating
- The individual attitude
- The age of the individual at the time and time elapsed since
- Circumstances
- Level of involvement
- Previous/subsequent good character
- Other mitigating/aggravating circumstances

- - Does the person pose a risk of har to children?
- All staff are on the DBS online update system.
- Referrals to DBS, statutory duty:
- When a person has been permanently removed through dismissal/transfer
 - If an individual left/resigned/returned/made redundant to avoid the above



POLICY NAME: Disciplinary

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23.08.2019

Statement of Intent

The organisation's aim is to encourage improvement in individual conduct or performance. This procedure sets out the action that will be taken when disciplinary rules are breached.

Principles

The procedure is designed to establish the facts quickly and to deal with disciplinary issues consistently. No disciplinary action will be taken until the matter has been fully investigated. The employee will be advised in writing of the nature of the complaint against him or her and the arrangements for the hearing.

Workers will have the opportunity to state their case at every stage at a disciplinary hearing and be represented or accompanied, if they wish, by a trade union representative or a work colleague.

A worker has the right to appeal against any disciplinary penalty. An appeal meeting will be arranged as soon as possible and will be conducted by a more senior manager if possible.

If deemed a serious enough offence, e.g. gross misconduct, we go straight to stage 3 dismissal.

VERBAL WARNINGS

It will usually be appropriate for an employee to receive an informal warning prior to formal disciplinary action being taken. This will be for the purpose of allowing the employee a chance to address the issue without formal proceedings. This may be given during supervision meetings, appraisals or meetings related specifically to the issue. Informal verbal warnings can be given by your Rooms Supervisor, Operations Manager or Business Manager. An informal warning is not recorded in writing but has been authorised by the Business Manager.

If informal warnings are not adhered to or the action is more serious, the warning can be escalated to a **formal** verbal warning. This can be issued by your Rooms Supervisor, Operations Manager or Business Manager. A formal warning is not recorded in writing but can simultaneously be issued with a formal written warning if deemed serious enough and has been authorised by the Business Manager.



WRITTEN WARNINGS

Stage 1 – first warning

If conduct or performance is unsatisfactory, the employee will be given a formal disciplinary warning. The warning will outline what conduct or performance is unsatisfactory, it will relate to any informal or formal verbal warnings given for the conduct or performance. Such warnings will be recorded but disregarded after six months of satisfactory service. Formal disciplinary warnings will be undertaken by the Business and or Operations Manager

Stage 2 – final written warning

If the offence is serious, or there is no improvement in standards, or if a further offence of a similar kind occurs, a final written warning will be given. This will include the reason for the warning, any previous action taken related to conduct or performance and a note that if no improvement results within three months action at Stage 3 will be taken. Formal disciplinary warnings will be undertaken by the Business and or Operations Manager

Stage 3 – dismissal or action short of dismissal

If the conduct or performance has failed to improve, the employee may suffer demotion, disciplinary transfer, loss of seniority or dismissal. This will be undertaken by the Business and or Operations Manager

At the conclusion of the disciplinary hearing, any of the previous actions may be deemed to be appropriate.

Gross misconduct

If an employee has committed an offence of the following nature (this list is not exhaustive), the normal consequence will be dismissal without notice or payment in lieu of notice:

- theft,
- bribery, including the giving, receiving or facilitating of bribes
- damage to property,
- fraud,
- incapacity for work due to being under the influence of alcohol or illegal drugs, physical assault and gross insubordination.
- disregard to health and safety
- Issues relating to children and safeguarding

The employee may be suspended while the alleged gross misconduct is being investigated. During this time, he or she will be paid their normal pay rate. Any decision to dismiss will be taken by the employer after full investigation. When this investigation has been completed the employee will be invited to attend a disciplinary meeting (at which s/he will be entitled to representation) to respond to the allegations.

In cases of misconduct (situations less serious than gross misconduct) it might also be appropriate to suspend the employee if this assists with the investigation.


It is our statutory duty to inform DBS if a person has been permanently removed through dismissal/transfer, even if they left/resigned/returned/made redundant.

Appeals

An employee who wishes to appeal against any disciplinary decision must do so within five working days. The employer will hear the appeal and decide the case as impartially as possible. Any disciplinary penalty imposed will be reviewed at the appeal and the result will be confirmed in writing.

Source: adapted from ACAS Advisory Handbook: Discipline and Grievances at Work. 2007. Appendix 4.

See also: Allegations against staff
Child Protection Policy

| | |
|--|--------------------------|
|  | |
| POLICY NAME: Dignity at Work | Authorisation Signature: |
| DATE ADOPTED: | DATE AMENDED: 23.08.2019 |

Statement of Intent

Jigsaws is committed to a positive work environment where work is done in an atmosphere of respect, collaboration, openness and equality.

Aim

Adult bullying and harassment in the workplace are phenomena which we will seek to prevent and will not tolerate. All employees have the right to be treated with dignity and respect. Management is committed to intervening in an appropriate manner to investigate and deal with allegations of bullying or harassment.

What is Workplace Bullying and Harassment?

The Board of Directors adopts the definition of adult bullying as set out by the Task Force (2001):

"Workplace Bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the

□

individual's right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work but, as a once off incident, is not considered to be bullying".

Harassment is covered by Employment Equality legislation and is based on a person's standing within one of the nine categories (or grounds) specified in that legislation (gender, marital status, religion, sexual orientation etc.) Harassment is defined in law as "*unwanted conduct*" related to one or more of the discriminatory grounds which "*has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.*"

It is recognised that bullying and harassment complaints may arise among work colleagues but may also arise in relation to visitors to the setting. In either case, the commitment to a positive workplace, where dignity at work is respected, prevails.

Method

It is agreed that we will all work to make this setting a good place to work. A good place to work has a positive work environment characterised by

- A supportive atmosphere
- Good and open communication (e.g. through opportunities at regular staff meetings) □
Appropriate interpersonal behaviour
- Collaboration
- Open discussion and resolution of conflict
- Recognition, feedback and affirmation as appropriate
- Fair treatment of all staff (including fair systems of selection and promotion in line with agreed procedures)

Every person has a responsibility to play his/her part in contributing to a positive work environment. In this regard, a person who is a witness or bystander has a clear responsibility to raise concerns about dignity at work and threats to this, in an appropriate and timely manner.

The Safety Statement - as mandated under the Safety, Health and Welfare at Work Act 2005 – will also include a commitment to a positive work environment, in light of the Employer's obligations as outlined at Section 8 of that Act, including the duty to manage work activities in such a way as to prevent "*improper conduct or behaviour*" likely to put health and safety at risk.

It is agreed that the adoption of this policy in our setting will be accompanied by a number of steps to examine our work environment and, as necessary, to agree changes which reflect a commitment to dignity at work. These steps will be initiated by Management, and be repeated by way of review at appropriate intervals. The actions to be undertaken may generally be described as Identification, Assessment, Implementing Strategies and Monitoring.

Adult Bullying as a Problem

Our setting recognises that Adult Bullying and Harassment are problems where they occur in any workplace. Bullying behaviour generally amounts to psychological abuse which causes serious pain and suffering. Studies have shown that any person may become a target, irrespective of their personality or ability. In addition to its unacceptable effects on persons who are its targets, workplace bullying and harassment is extremely detrimental to organisational effectiveness.

Bullying may include behaviours such as:

- Verbal abuse/insults, undermining remarks
- Excessive monitoring of work
- Withholding work-related information

- Exclusion with negative consequences.

This policy aims to ensure that a positive environment prevents such behaviours from occurring. Where bullying or harassment does occur or is alleged to have occurred, there are means of tackling it through the agreed procedure.

What Happens if there is an Allegation of Bullying or Harassment?

Without prejudice to an individual's right to take such advice or steps as they themselves may decide, the Management will take seriously any allegations or workplace bullying or harassment.

Supportive and effective procedures, in accordance with nationally-agreed practice, are in the place in this setting. These procedures to address and investigate allegations will focus on the earliest possible resolution, will proceed as necessary from informal to formal stages and will have a stress on confidentiality. Advice will be sought from North Yorkshires Early years team.

Jigsaws Management team has a duty of care towards employees. Similarly, employees have a duty of care towards one another. This policy seeks to set out principles and practices to support the exercise of that duty in our setting.

Just as inappropriate and undermining behaviour among work colleagues is taken seriously, so is such behaviour when perpetrated against an employee of this Nursery by any other person. Together we are committed to building and maintaining a work environment where respectful, open and equal relationships are the norm. In summary, we are committed to having a good place to work.



POLICY NAME: E-Safety

Authorisation Signature:

DATE ADOPTED: May 2019

DATE AMENDED:

Statement of Intent

Jigsaws Childcare Ltd are committed to protecting the children and staff using the setting. This E-safety policy operates under the umbrella of the Safeguarding Policy.

The internet is regarded as an essential tool for teaching and learning. Jigsaws has a responsibility to provide children with quality Internet access as part of their learning experience. Internet use is a part of the EYFS curriculum and a necessary tool for staff and children. It is vital for children to learn to be e-safe from an early age and Jigsaws can play an important part in introducing this process.

Managing Internet Access

- Jigsaws ICT systems security will be reviewed regularly.
- Virus protection will be updated regularly
- Internet use should be carefully planned and targeted within a controlled environment to allow children the benefits of accessing information from around the world to enhance their learning.
- Jigsaws has a responsibility to ensure that children in our setting are not exposed to inappropriate information or materials. We also need to ensure that children know how to ask for help if they come across material that makes them feel uncomfortable.
- Jigsaws management reserves the right to examine or delete any files that may be held on its devices or to monitor any internet sites visited.
- Activity that is found to be unsuitable is forbidden.

Publishing children's images and work

- Photographs that include nursery children will be selected carefully so that individual children cannot be identified, or their image misused.
- Children's full names will not be used anywhere on Jigsaws website or other on-line space, particularly in association with photographs.
- Written permission from parents or carers will be obtained before photographs of children are published on Jigsaws website.

- Parents have the option to request whether their child's photos are used on our school website and staff are aware of children whose images are not be shared.

Tablets and Cameras

- Photographs or videos of children must only be taken on nursery cameras or tablets using iConnect and must not be stored on the devices.
- Nursery cameras including those on tablets are to be used for nursery purposes only and not to taken home for any reason.
- The cameras and tablets will be used inside the nursery rooms, in the outside area or on nursery outings only.
- Tablets will always be stored safely within Jigsaws and be accounted for at all times.
- Photographs will be used for displays and observations and will remain within nursery premises.
- Photographs taken by parents at nursery events should be for personal use only and **MUST NOT** be uploaded to social networking sites if the image contains children other than their own.

Staff and the e-safety policy

- All staff are given the school e-safety policy and its importance explained.
- Staff will always use a child friendly safe search engine when accessing the internet with children.
- Staff will only use Jigsaws devices for taking photographs in the setting and cannot use any other digital device to photograph the children.

Jigsaws Staff Responsibility

All staff are responsible for the following:

- Monitoring the websites being used by the children during Nursery sessions.
- Ensuring that material accessed by children is appropriate.
- Ensuring that the use of any materials sourced on the Internet by staff or by children complies with copyright law.
- Ensuring that Jigsaws Management are informed immediately if staff or children discover unsuitable sites have been accessed on the devices so that the filters can be reviewed.

On-line communications and social networking

- Jigsaws has a Facebook page which is updated with information for parents only.
- On-line chat rooms and social networking sites such as Facebook or Twitter will not be used at the settings.

□

- Staff will not discuss individual children or the setting on their personal Facebook, Twitter or any other social networking site.
- It is Jigsaws policy that staff are not 'friends' with parents/carers on any social network site.

Mobile Phones & Smart Technology

- Staff cannot carry or use their personal mobile phones whilst working in the setting. The phone must be on silent whilst in the setting.
- Smart technology must not be worn whilst working in the setting.
- Jigsaws telephone number should be given out to be used as an emergency contact for staff (01937 558951)
- Staff may not use any camera facility on their mobile phone during a session.
- All visitors to the site must be made aware of our mobile phone policy

Parents and E-Safety

- Parent's attention will be drawn to the Pre-School's E-Safety Policy and relevant related documents.

Jigsaws Childcare Ltd Website

- Staff or children's home information will not be published on Jigsaws website. Website photographs that include children will be carefully chosen and children's names will not be published anywhere on the website. Written permission from parents or carers for featuring their child on the website is requested before a photo is put on the website.

Complaints

- Any complaints about the inappropriate use to the internet or other technologies will be handled through the Complaints Policy & Procedure.

This policy has been written to safeguard children and staff in relation to electronic communications of all types.



POLICY NAME: Equal Opportunities

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23.08.2019

Statement of Intent

Jigsaws Childcare Ltd is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children, staff and families.

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

The legal framework for this policy is:

1. Race Relations Act 1976;
2. Race Relations Amendment Act 2000;
3. Sex Discrimination Act 1986;
4. Children Act 1989; and
5. Special Educational Needs and Disability Act 2001.
6. Equality Act 2010

Method

Jigsaws Childcare Ltd is open to all members of the community. We ensure equal access with the following methods:

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system. (see admissions policy) □ We ensure that all parents are made aware of our equal opportunities policy.

□

- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment (please see staffing and Employment Policy)

Posts are advertised and all applicants are judged against explicit and fair criteria.

1. Applicants are welcome from all backgrounds and posts are open to all.
2. We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community.
3. The applicant who best meets the criteria is offered the post, subject to references and checks by the DBS. This ensures fairness in the selection process.

All job descriptions include a commitment to equality and diversity as part of their specifications.

Training

- We monitor our application process to ensure that it is fair and accessible.
- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.
- Induction training in equal opportunities

Curriculum

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;

- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.
- British values underpin all aspects of the setting and children are taught these. (See British Values Policy)

Valuing diversity in families

1. We welcome the diversity of family lifestyles and work with all families.
2. We encourage children to contribute stories of their everyday life to the setting.
3. We encourage parents/carers to take part in the life of the setting and to contribute fully.
4. For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
5. We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
Our kitchen Supervisor works to develop menus to support and include Children's needs.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

Protected Characteristics

- Age
- Disability
- Gender reassignment
- Marriage/civil partnership
- Pregnancy/maternity
- Race

□

- Sex
- Religion
- Sexual orientation

See also: Prevent duty policy



POLICY NAME: Equipment & Resources

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23/08/19

Statement of intent

We believe that high quality early years care and education are promoted by providing children with safe, clean, attractive, developmentally appropriate resources, toys and equipment.

Aim

We aim to provide children with resources and equipment that help to consolidate and extend their knowledge, skills, interests and aptitudes.

Methods

In order to achieve this aim, we:

- provide play equipment and resources that are safe and - where applicable - conform to the BSEN safety standards or Toys (Safety) Standards (2010);
- provide a sufficient quantity of equipment and resources for the number of children;
- provide resources that promote all areas of children's learning and development, which may be child or adult led;
- select books, equipment and resources that promote positive images of people of all colours, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;
- provide play equipment and resources that promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;
- provide made, natural and recycled materials that are clean, in good condition and safe for the children to use;
- provide furniture that is suitable for children and furniture that is suitable for adults;
- store and display resources and equipment where children can independently choose and select them;
- Regularly check all resources and equipment that are available at each session and ensure they are put away at the end of each session. We repair and clean, or replace, any unsafe, worn out, dirty or damaged equipment. Toys are sterilised weekly.
- plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered. Work with suppliers to find new and exciting resources.

□



POLICY NAME: Fees Resources

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of Intent

Jigsaws Childcare Limited is a not for profit company, we are eligible for funding from outside sources. Any profits are put back into the group after paying wages and bills. Some monies are allocated to reserves, please see policy.

Aims

Our aim is to make Jigsaws a self-sufficient business that will not rely on additional funding for its day to day running.

Method

- Sessional Care Fees and out of school fees are set and details are available in our marketing pack.
- Those using out of school club term times only are charged a 25% retainer fee during holiday times. This is discarded if the child attends Holiday Club and pays the Holiday Club fees.
- Our daycare sessions from 9am until 3.00pm run for 51 weeks of the year. Parents will be charged accordingly but those on a full time contract are entitled to a one weeks payment holiday during the year.
- During daycare sessions, if you feel that you will never require holiday cover and that you are happy for us to use your sessional place during holiday time for other children, then Jigsaws will only charge a 25% retainer fee over the holiday periods. This retainer fee will guarantee your child's sessional place is available during term time only.
- Parents who have two children attending the same session receive a 5% reduction for the second child.
- For regular bookings fees are paid at the start of the month in advance. Parents receive a bill stating amount due, this is due for payment by the 8th of the month.
- Fees are based on a sessional charge and determined by the number of sessions to be attended.
- Fees are payable by Cash/ vouchers or Cheques to be made payable to **Jigsaws Childcare Ltd.**
- For occasional bookings, fees are paid on the day of use. In this case, fees are to be given to Amie Ross or room supervisor in an envelope clearly marked with your child's name on the 1st day of attendance each day/week as appropriate. A receipt will be given as proof of payment. Any occasional use is charged a £1.50 administration charge.

□

- Fees are not subject to adjustment because of absences, variations, illness. etc. (as stated in the Contract) □ Four weeks notice must be given to cancel a regular place. □ There will be a charge for the four week notice period.

Please remember, if you have any difficulties or problems please feel free to discuss them with the Business or Operations Managers.



POLICY NAME: Fire Evacuation

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23/08/19

Fire Evacuation Procedure

- In the event of a fire or fire test the fire alarms in both rooms will be started.
- On discovering a fire, ascertain whether the fire can be tackled safely by staff using extinguishers located in each room.
- While the fire is being tackled members of staff will still evacuate. Senior Managers will help the baby area staff to evacuate children under two years.
- Staff will evacuate the children from the room they are working in.
- We will use the nearest available exit using either fire exit or the main entrance.
- If evacuating from the Crawlers and Discoverers room through the fire door, children should exit through the front door to the assembly point at the front of Jigsaws.
- If evacuating through the main door children should exit through the front door to the assembly point at the front of Jigsaws.
- If evacuating through the over 8's fire door the children should make their way to the assembly point at the front of Jigsaws.
- If evacuating from the Explorers room the children should exit through the rear fire door and make their way to the assembly point at the rear of Jigsaws.
- The assembly points are situated at the front of Jigsaws and also at the rear of Jigsaws.
- The evacuation will start immediately, and people should not try to collect bags and other personal possessions.
- The manager/ supervisor will collect the ratio sheets/Hudls and keys and ensure the building is cleared.
- A member of staff will telephone the fire brigade on 999 and give appropriate details.
- Staff will inform school so they can sound their fire alarm to begin evacuation of the school.
- At the assembly point, the registers will be called and checked for any unaccounted adults or children, and fire brigade will be told of any missing people.
- Nobody will be permitted to return to the building until the all clear is given by the fire brigade.
- For fire drills, the above procedure will be followed except that the session supervisor will give the all clear and schools fire alarm will not be sounded.

If the school fire alarm is sounded, we will evacuate the building as described above and continue with the same procedure until it is safe for us to return.

Fire evacuation procedure updated and displayed in all rooms. The procedure is also in the Staff Handbook.



POLICY NAME: Forest Schools

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:23/08/19

Aim

We aim to give children and practitioners a shared understanding of the ethos of Outdoor Learning and Forest School experiences. This powerful approach enables young children to be independent, self-motivated, courageous, and considerate and sets them up for lifelong learning. It particularly supports the development of self-esteem and self-confidence.

Method

Our Outdoor Learning programme is consistent, and our Forest schools' programmes usually take place over a period of weeks. A small group of between 6 and 12 children is accompanied to local woodland and open sites and are involved in activities designed to promote social skills and self-confidence. At least one member of staff is training to or holds a Level 3 qualification in Forest School Leadership and the ratio of adults to children is 1:2 for Crawlers, 1:3 for Explorers and 1:6 for Discoverers (lower ratio at the discretion of the Leader/SEN). At least one member of staff will hold a full and relevant paediatric first aid certificate and one qualified in Outdoor First Aid.

Environmental Considerations

The environment needs to be cared for and respected at all times.

- All materials used should be recyclable.
- All activities must be empathetic to the woodland and sites we use
- No damage to fauna and flora is acceptable

Health and Safety Considerations

The Outdoor Learning and Forest School programme will support young children to develop responsibility for themselves and others. It will encourage early risk management strategies that will ensure that young children start to consider the impact of their actions on themselves and on others.

During some sessions the children will be supported to use real full-sized tools in an appropriate manner and will be working around a campfire. The forest school leader has had training and assessments regarding safe use of tools and fire.

The Forest Schools Leader holds full and relevant liability insurance.

Risk assessments are carried out on arrival at the site and for all activities. Normal procedures will be followed for outings, accidents and missing children. (See these policies)

Travelling to the sites will take place by walking in the future this maybe by vehicle (a separate policy would be developed). Florescent jackets and bands are made available to staff and children have waterproof suits with florescent strips.

Everyone involved in Forest School is fully briefed on health and safety, risk assessment of sites and activities. Staff should be made aware of the relevant policies and ensure that they adhere to the guidance contained in them. All members of staff will have Child Protection training.

Cancellation Procedure

There may be times when Forest School sessions must be cancelled due to unforeseen circumstances. These may be: -

- Severe weather conditions.
- Any situation that poses a health and safety risk.

Evaluation Procedure

In order to develop the Forest School programme and to ensure good practice is maintained an evaluation of activities will be undertaken.

1. Evaluation of session – looking at what dispositions and attitudes are being developed.
2. Evaluation from children.
3. Evaluation from all staff involved in Forest School.



POLICY NAME: Food and Drink

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23/08/19

Statement of intent

We regard snack and meal times as an important part of the setting's session. Eating represents a social time for children and adults and helps children to learn about healthy eating. Jigsaws Childcare promotes healthy eating through offering healthy varieties of snacks and allowing children to make choices.

Aim

At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs. We aim to meet the full requirements of The National Standards for Day Care on Food and Drink (Standard 8).

Methods

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences vegetarian, vegan or religious requirements including any allergies.
- We record information about each child's dietary needs in her/his Contract and Child Record form and parents sign the record to signify that it is correct. This information is then put on the I connect system where all practitioners can see it.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up to date. Parents sign the up-dated record to signify that it is correct. Again, this is logged on the I connect system.
- We display current information about individual children's dietary needs in our record files in each room, on the I connect system, in the kitchen area, so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We display the menus of meals/snacks for the information of parents.
- We provide nutritious food at all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings. We ask that parents supplying pack ups also follow this and we will give guidance on appropriate pack up foods.
- We include a variety of foods from two of the four main food groups:
 - dairy foods;
 - fruit and vegetables.

- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing or may contain nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks during snacks, lunch and teas.
- We provide a vegetarian alternative on days when meat or fish are offered and make every effort to ensure Halal meat or Kosher food is available for children who require it.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. Each child has a named drinks bottle provided by Jigsaws which are used in the rooms or at Forest/Outdoor Learning. We inform the children about how to obtain the water and that they can ask for water at any time during the session. During meal times we encourage children to drink from age appropriate cups to develop independence.
- We inform parents who provide food for their children about the storage facilities available in the setting.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we have rules about children sharing and swapping their food with one another.
- For children who drink milk, we provide semi pasteurised milk.
- For each child under three, we provide parents with daily written information about feeding routines, intake and preferences through iconnect.
- We do not prop feed babies and children.

As we have food made in site our kitchen, staff follow their own Food Health, safety and hygiene policies and procedures. These are detailed in another folder. All staff handling food are Food Hygiene trained.



POLICY NAME: Grievance

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Policy

It is the organisation's policy to encourage employees with grievances relating to their employment to use the procedure below to seek satisfactory solutions. The organisation will try to resolve grievances as quickly as possible to the satisfaction of the individual(s) concerned. Where this is not possible, every effort will be made to explain the reasons for the decision.

If employees are not satisfied with the outcome, they have the right to pursue their grievance to the next stage. It is hoped that most grievances will be resolved during the informal discussion. Employees who have raised grievances will be treated fairly at all times before, during and after the grievance hearing(s).

Procedure

Informal stage

If you have a grievance about your employment you should discuss it informally with either Business manager or directors. The manager will give a response within five working days. (See Notes 1–3 below for exceptions to this procedure.)

Stage 1

If you feel that the matter has not been resolved satisfactorily through informal discussions, you must put your grievance in writing to the business manager or directors. You will receive a reply within five working days and a meeting will be arranged. You, any relevant witnesses and the manager or director will attend the meeting. You may choose to be accompanied by a colleague, lay or trade union official. The manager/ director will give a response within five working days of the meeting and will inform the employee of the appeals procedure.

Stage 2

If you are not satisfied with the manager/director's response, you may raise the matter, in writing, with the relevant director. A meeting will be arranged, constituted as in Stage 1, except that the senior director will replace the manager. The director will give a response within five working days of the meeting and will inform the employee of the appeals procedure.

Stage 3

If the matter is not resolved to your satisfaction, you should seek advice from an external agency such as Citizens Advice, TUC, ACAS.

Investigations

The organisation is committed to ensuring that all grievances are investigated fully. This may involve carrying out interviews with the employee concerned and third parties such as witnesses, colleagues and directors/ managers, as well as analysing written records and information. The investigation report will be made available to all the parties concerned. The identity of witnesses will be kept confidential where necessary.

Notes

1. You may raise a complaint directly with our Chair of Directors if:
 - a. concerns your immediate manager
 - b. is of too personal or sensitive a nature to raise with your immediate manager.
2. Complaints concerning discrimination, bullying or harassment by your immediate manager may be raised directly with a senior manager. This may be done informally or formally, ie at Stage 2 of the procedure.
3. If your complaint concerns an alleged wrongdoing or criminal offence by someone within the organisation, you should raise it immediately with a director, i.e. at Stage 2/ 3 of the procedure. See the Public Interest Disclosure Act 1998 (known as the Whistle-blowers' Act) for details of the additional protection available for protected disclosures.
4. The grievance procedure should not be used for appeals against disciplinary decisions, as that is the purpose of the disciplinary appeals procedure. If, however, you have a complaint against the behaviour of a manager during the course of a disciplinary case, you may raise it as a grievance with a senior manager. The disciplinary procedure may be suspended for a short period if necessary, until the grievance can be considered.
5. Employees are encouraged to raise grievances and will not suffer any detriment from doing so. If your grievance is found to be malicious or to have been made in bad faith, however, you will be subject to the organisation's disciplinary procedure.
6. A second management representative or director from another function may be invited to attend formal grievance meetings to act as a witness and note-taker.
7. The timescales listed above will be adhered to wherever possible. Where there are good reasons, e.g. the need for further investigation or the lack of availability of witnesses or companions, each party can request that the other agrees to an extension of the permitted timescale.
8. The organisation reserves the right to seek assistance from external facilitators at any stage in the grievance procedure.
9. For senior managers/directors and employees during their first year of employment, the organisation reserves the right to speed up the decision making process and may choose to follow a shortened version of the above procedure.
10. This procedure is for guidance only and does not form part of employees' contractual rights.
11. The contents may be subject to revision from time to time.



POLICY NAME: Health & Safety

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23.08.2019

Statement of intent

Jigsaws believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

Aim

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

Methods

The board of Directors as it stands are responsible for health and safety, they are competent to carry out these responsibilities. They have undertaken health and safety training and regular updates to knowledge and understanding. We display the necessary health and safety poster in the office area. Senior Managers have the ultimate task of getting all staff involved in aspects of Health and Safety.

Risk assessment

Our risk assessment process includes:

- checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers staff, children, visitors and contractors;
- deciding which areas need attention; and
- developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.

We maintain a materials and equipment cleaning log, which is checked:

- daily before the session begins;
- weekly; and
- Yearly - when a full risk assessment is carried out.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in the foyer.

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.

- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We have a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Children's safety

- We ensure all staff employed have been checked for criminal records by an enhanced disclosure from the Disclosure and Barring Service.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times including during sleep times
- Whenever children are on the premises at least two adults must be present.

Security

- Systems are in place for the safe arrival and departure of children. During sessional day care the times of the children's arrivals are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded. Either on the staff sign in system, ratio sheets or in the visitor book.
- Our systems prevent unauthorised access into our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.

Windows

- Windows above the ground floor are secured so that children cannot climb through them.

Doors

- We take precautions to prevent children's fingers from being trapped in doors. All doors are fitted with guards.

Floors

- All surfaces are checked daily to ensure they are clean and not uneven or damaged.

Kitchen

- Children do not have unsupervised access to the kitchen.
- All external surfaces are clean and non-porous
- There are separate facilities for (1) handwashing in toilet sinks or hand gel (2) washing up in kitchen sink (3) washing food items in side sink.
- Cleaning materials and other dangerous materials are stored out of children's reach and the cupboard is locked.

□

- When children take part in cooking activities, they:
 - are supervised at all times;
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment.

Electrical/gas equipment

All electrical equipment conforms to safety requirements and is checked regularly.

- Our boiler cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- Storage heaters are checked daily to make sure they are not covered.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing. **Outdoor area**
- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- All outdoor activities are supervised at all times.

Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes all rooms, kitchen, baby area/chill out area, toilets and nappy changing area.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings. All cleaning is logged weekly
- The toilet area has a high standard of hygiene including hand washing and drying facilities. Nappies are bagged and in a sealed bin and disposed of at the end of each session.
- We implement good hygiene practices by:
 - cleaning tables between activities and using a wax cloth cover;

- checking toilets regularly this is logged during the day;
- wearing protective clothing - such as aprons and disposable gloves - as appropriate;
- providing sets of clean clothes;
- Bedding is placed in the wash as soon as children are awake. Beds' are sprayed and cleaned down at the end of sleep times. If pushchairs are used outside, they are again sprayed once sleep has finished.
- providing tissues and wipes; and
- ensuring sole use of flannels and towels.
- We have on-site laundry facilities for cleaning bedding, towels, spare clothes, bibs

Activities

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
All materials - including paint and glue - are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping, sleep within the rooms with practitioners always present , they are checked regularly, sleep times are logged on our I connect system start and finish.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

Food and drink (see Food and Drink Policy)

- Staff who prepare and handle food receive appropriate training and understand - and comply with - food safety and hygiene regulations. Main leads are Emma Hodgson, with catering qualifications however most of our staff have Basic Food Hygiene Level 2 training. Certificates are displayed in the kitchen area.
- All food and drink is stored appropriately.
- Adults use thermal cups with lids to carry hot drinks through the play area(s) and do not place hot drinks within reach of children.
- Snack and meal times are appropriately supervised, and children do not walk about with food and drinks.
- Children and babies should not be prop fed.
- Fresh drinking water is always available to the children.

□

- We operate systems to ensure that children do not have access to food/drinks to which they are allergic. Information is on Child Record Forms and displayed on fridge door and on the I connect system.

Outings and visits see policy

Animals

- Animals visiting the setting are free from disease and safe to be with children, and do not pose a health risk.
- Should we have pets at Jigsaws we would make sure that they are free from disease, safe to be with children, and do not pose a health risk.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

Fire safety

- Fire doors are clearly marked, never obstructed and easily opened from inside.
- Smoke detectors/alarms and firefighting appliances conform to BSEN standards, are fitted in appropriate high-risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and practised regularly at least once every three months.
- Records are kept of fire drills and the servicing of fire safety equipment.

First aid and medication

All our staff are fully trained in first aid (PFA 12 hour) and one member of staff is First Aid at Work Trained. We have staff trained in Anaphylaxis and are qualified to use Epi Pens.

Head Injuries and concussions

Most head injuries are not serious. Persons do not usually need to go to hospital and should make a full recovery within 2 weeks. However, practitioners need to act if:

- been knocked out and has not woken up
- difficulty staying awake or keeping their eyes open
- a fit (seizure)
- problems with their vision
- clear fluid coming from their ears or nose
- bleeding from their ears or bruising behind their ears
- numbness or weakness in part of their body

- problems with walking, balance, understanding, speaking or writing
- hit their head in a serious accident, such as a car crash

We take the action, reporting and support of any head injuries/concussions seriously at Jigsaws. A practitioner will deal directly with the accident:

- hold an ice pack to the injury regularly for short periods in the first few hours to bring down any swelling
- rest and avoid stress – the child does not need to stay awake if they are tired after the accident
- take [paracetamol](#) to relieve pain or a headache if given written confirmation by emergency contact
- make sure an adult stays with the child for at least the first 24 hours

THEN: add the accident to the I Connect system, a manager will be informed and asked to call the parent and carer to inform them a head injury has occurred. A head bump form giving guidance and direction to parents and carers will be placed in the child's bag. On collection the parent carer will be again be informed of the head injury, told about the head bump letter and guidance. The parent, carer is asked to sign that they have been told about the accident on the I Connect system.

Our first aid kit:

- complies with the Health and Safety (First Aid) Regulations 1981;
- is regularly checked by a designated member of staff and re-stocked as necessary;
- is easily accessible to adults; and
- is kept out of the reach of children.

At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Our accident book: accidents are recorded online

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

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

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

□

Dealing with incidents

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

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

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

Our Incident Book

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

Administration of medication (see Medication Policy)

- Only prescribed medication may be administered. It must be in-date and prescribed for the current condition.
- Children taking prescribed medication must be well enough to attend the setting.
- Children's prescribed drugs are stored in their original containers, are clearly labelled and are inaccessible to the children.

- Parents give prior written permission for the administration of medication. This states the name of the child, name/s of parent(s), date the medication starts, the name of the medication and prescribing doctor, the dose and times, or how and when the medication is to be administered.
- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

Sickness

Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents - or other authorised adults - if a child becomes ill while in the setting.

- We do not provide care for children who are unwell, have a temperature, or sickness and diarrhoea, or who have an infectious disease.
- Children with headlice are not excluded but must be treated to remedy the condition.
- Parents are notified if there is a case of headlice in the setting.
- Parents are notified if there is an infectious disease, such as chicken pox.
- HIV (Human Immunodeficiency Virus) may affect children or families attending the setting. Staff may or may not be informed about it.
- Children or families are not excluded because of HIV.
- Good hygiene practice concerning the clearing of any spilled bodily fluids is carried out at all times.
- Staff suffering from sickness and diarrhoea do not handle food for 48 hours since last incident
- Ofsted is notified of any infectious diseases that a qualified medical person considers notifiable.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment. Manual Handling course is to be attended by staff.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.

Records

In accordance with the National Standards for Day Care, we keep records of:

Adults

□

- names and addresses of all staff on the premises, including temporary staff who work with the children or who have substantial access to them;
- names and addresses of the Directors;
- all records relating to the staff's employment with the setting, including application forms, references, results of checks undertaken etc.

Children

- names, addresses and telephone numbers of parents and adults authorised to collect children from setting;
- the names, addresses and telephone numbers of emergency contacts in case of children's illness or accident;
- the allergies, dietary requirements and illnesses of individual children;
- the times of attendance of children, staff, volunteers and visitors;
- accidents and medicine administration records;
- consents for outings, administration of medication, emergency treatment; and □ incidents.

In addition, the following procedures and documentation in relation to health and safety are in place: *National Standard 6: Safety*

- Risk assessment. H&S folder
- RIDDOR H&S folder
- Record of visitors in reception
- Fire safety procedures. In office
- Fire safety records and certificates. Files on shelf □ Operational procedures for outings. Policy Folder

National Standard 7: Health

- Administration of medication. Lockable cabinet
- Prior parental consent to administer medicine. Lockable cabinet
- Record of the administration of medicines. Lockable cabinet
- Prior parental consent for emergency treatment. Lockable cabinet
- Accident record. Lockable cabinet
- Sick children policy. Policy folder, No smoking signs displayed



POLICY NAME: Lone Working

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23.08.2019

Statement

A lone worker can be anyone who works alone in the setting or away from his or her typical base. At times, the definition applies to those who work alone after hours on site, on nights or weekends. It also applies to traveling workers in going from site to site and practitioners working off site. By law, employers have a responsibility to protect their workers regardless of whether they're surrounded by colleagues or alone on an assignment. Jigsaws can promote lone worker safety by using policies, communicating with practitioners off site.

Aims

- Conduct risk assessments to determine if work may be done safely by lone workers.
- Train lone workers on emergency response.
- Establish a clear action plan in the event of an emergency.
- Set limits for what is permissible during lone work.
- Require supervisors to make periodic visits to observe lone workers.
- Ensure regular contact between lone workers and supervisors via phone or radio.
- Verify that lone workers have returned to fixed base or home after completing a task.



POLICY NAME: Maternity, Paternity

Authorisation Signature:

& Adoption leave and pay Policy

DATE ADOPTED:

DATE AMENDED:23/08/19

1 Introduction

The purpose of this policy is to state the benefits and support that the organisation will provide to employees who become pregnant, adopt a child, or whose partner gives birth to a child or adopts a child. The organisation wishes to encourage employees who take maternity, paternity or adoption leave to return to work afterwards and to assist them to combine their work and family responsibilities effectively. This policy applies to all employees, including both full-time and part-time employees and those working on a temporary basis.

It is not the purpose of this policy to state the law in detail, for full details of rights, duties and entitlements, the employee should contact **Helen Smith**

Once a manager has been notified or has become aware that an employee is pregnant, or that he/she intends to take paternity leave or adoption leave, the employee should let the business manager know. The Business Manager will arrange to meet informally with the employee as soon as possible. The purpose of this meeting will be to ensure that the employee is made aware of his/her rights and responsibilities in relation to maternity, paternity or adoption leave and pay. In the case of pregnancy, issues of the employee's health and safety will also be considered.

2 Maternity

The organisation wishes to support employees who become pregnant and to encourage them to return to work after their period maternity leave.

When an employee receives medical confirmation that she is pregnant, she should notify Helen Smith, Business Manager of this immediately, stating the expected week of childbirth

(EWC). This will enable the organisation to take any appropriate steps with regard to the employee's health and safety during pregnancy.

2.1 Summary of legal rights

Employees who are pregnant have the right to:

- paid time off work for antenatal care
- take up to 52 weeks' maternity leave (irrespective of length of service)
- continue working, if they wish, up to the time the baby is born, provided they are medically fit to do so and are not absent from work because of pregnancy after the start of the fourth week before the baby is due (in which case the organisation reserves the right to require the employee to start her maternity leave immediately)
- retain all their normal terms and conditions of employment throughout maternity leave, except pay
- continue to accrue holiday entitlement throughout maternity leave □ receive statutory maternity pay for up to 39 weeks, provided they:
 - have a minimum of six months' continuous service by the end of the 15th week before the week in which the baby is due
 - earn at least the equivalent of the lower level for payment of national insurance contributions
- return to work after maternity leave, either to the same job or to an alternative job on terms and conditions that are no less favourable than the terms that would have applied had they not been absent.

There are also duties and obligations on employees, such as to provide minimum periods of notice prior to taking maternity leave.

2.2 Health and safety

As soon as the organisation is made aware that you are pregnant, arrangements will be made for a personal risk assessment to be carried out. If any risks to your health or to that of your unborn child are identified, appropriate steps will be taken to eliminate or reduce such risks. This may involve altering your working conditions or transferring you to different job duties for the remainder of your pregnancy. In this eventuality, your normal pay and terms of employment will be maintained until you commence your maternity leave.

□

If you are unable, owing to health and safety concerns, to continue in your current role and if there is no suitable alternative work to which we can transfer you, the organisation reserves the right to suspend you on full pay until the start of your maternity leave.

If you have any concerns about your own health and safety at any time, you should contact Helen Smith immediately.

2.3 Time off for antenatal care

You are entitled during pregnancy to take time off during your normal working hours to receive antenatal care. This time off will be on full pay. You should try to arrange your appointments at the start or end of your working day, whenever possible.

Your manager has the right to ask you to produce appointment cards or some other document confirming your appointments (other than the first appointment). You should advise your manager that you will be absent for the purpose of antenatal care as far in advance of your appointments as possible.

2.4 Notification of maternity leave

Written notice of your intention to take maternity leave must be provided to the organisation no later than the end of the 15th week before the week in which your baby is due. The notice should be in writing and should state:

- that you are pregnant
- the week in which your baby is due
- whether you intend to take ordinary maternity leave (26 weeks) and/or additional maternity leave (a total of 52 weeks)
- when you want your maternity leave to start – this cannot be earlier than the 11th week before the week in which your baby is due.

A form for this purpose can be obtained from Helen Smith. You should also provide a Form MAT B1 signed by your GP or midwife.

You can change your mind about the date on which you start your maternity leave, provided you give **Helen Smith** written notice at least 28 days in advance of either the revised start date or the original start date, whichever is the earlier.

Upon receiving your notice of your intention to take maternity leave, the organisation will write to you within 28 days, setting out the date on which you will be expected to return to work if you take your full entitlement to maternity leave.

2.5 Statutory maternity pay

You may be entitled to receive statutory maternity pay (SMP) whilst on maternity leave, provided that:

- you have at least 26 weeks' continuous service as of the start of the 15th week before the week your child is due
- your average weekly earnings are equivalent to or greater than the lower earnings limit for National Insurance contributions.

Statutory maternity pay is payable irrespective of whether you intend to return to work after maternity leave.

Statutory maternity pay is payable for a maximum of 39 weeks. There are two rates: for the first six weeks of absence you will be paid at the higher rate, which is equivalent to 90% of your average earnings. After this, you will be paid at a lower, fixed weekly rate, stipulated by the Government.

Statutory maternity pay will be paid on your normal pay days and will be subject to the usual deductions for tax, National Insurance and pension contributions.

3 Adoption

An employee who has been newly matched with a child for adoption by an approved adoption agency may be eligible for adoption leave and pay. The child can be any age, up to age 18.

Where a couple adopts a child jointly, only one of them may take adoption leave, and the couple may choose which. The other partner may be eligible for paternity leave.

3.1 Summary of legal rights

Employees (whether male or female) who adopt a child have the right to:

- take up to 52 weeks' adoption leave – subject to the employee having a minimum of six months' continuous service by the 'relevant week' (which is the week in which the employee is notified of the match with the child for adoption)

□

- choose to begin adoption leave from the date of the child's placement (whether this is earlier or later than expected) or from a fixed date which can be up to 14 days before the expected date of placement
- retain all their normal terms and conditions of employment throughout adoption leave, except pay
- continue to accrue holiday entitlement throughout adoption leave
- receive statutory adoption pay for up to 39 weeks, provided they earn at least the equivalent of the lower level for payment of national insurance contributions
- return to work after adoption leave, either to the same job or to an alternative job on terms and conditions that are no less favourable than the terms that would have applied had they not been absent.

There are also duties and obligations on the employee's part, such as to provide notice prior to taking adoption leave.

3.2 Notification of adoption leave

You are required to inform **Helen Smith** in writing of your intention to take adoption leave, within seven days of being notified that you have been matched with a child for adoption.

The notice should be in writing and should state:

- when the child is expected to be placed with you
- when you want your adoption leave to start.

You will also have to provide us with a 'matching certificate' from the adoption agency.

You can change your mind about the date on which you start your adoption leave, provided you give **Helen Smith** written notice at least 28 days in advance of either the revised start date or the original start date, whichever is the earlier.

Upon receiving your notice of your intention to take adoption leave, the organisation will write to you within 28 days, setting out the date on which you will be expected to return to work if you take your full entitlement to adoption leave.

3.3 Statutory adoption pay

You may be entitled to statutory adoption pay whilst on adoption leave, provided that:

- you have at least 26 weeks' continuous service as of the end of the week in which you were given notification of the match with the child
- your average weekly earnings are equivalent to or greater than the lower earnings limit for National Insurance contributions.

Statutory adoption pay is payable irrespective of whether you intend to return to work after adoption leave.

Statutory adoption pay is payable for a maximum of 39 weeks at a fixed weekly rate, stipulated by the Government. Statutory adoption pay will be paid on your normal pay days and will be subject to the usual deductions for tax, National Insurance and pension contributions.

4 Paternity

An employee may be eligible for paternity leave if he is the father of a newborn child, or the husband or partner (including same-sex partners) of someone who has given birth to a child or adopted a child. To qualify, the employee must have, or expect to have, responsibility for the child's upbringing.

Where a couple adopts a child jointly, one of them may be eligible for adoption leave (the couple may choose which) and the other partner may be eligible for paternity leave.

Paternity leave consists of two separate elements, known as ordinary paternity leave (2 weeks) and additional paternity leave (up to 26 weeks).

Paternity leave can sometimes be available to female employees as well as males, for example, where a couple adopts a child jointly, they may decide that the man will take adoption leave, in which case the woman may be eligible for paternity leave. For the purposes of this part of the policy, however, the masculine gender is used for simplicity.

Shared parental leave and statutory shared parental pay if you are having a baby or adopting a child. This means that you can share up to 50 weeks of leave and 37 weeks of pay between you. You need to share the pay and leave within the first year of birth or adoption.

□

4.1 Summary of legal rights

Eligible employees have the right to:

- take 2 weeks' ordinary paternity leave and up to 26 weeks' additional paternity leave – subject to the employee having a minimum of six months' continuous service by the end of the 'notification week' (which is the 15th week before the expected week of childbirth or, in the case of adoption, the week in which the adopter was formally notified of the match with the child)
- retain all their normal terms and conditions of employment throughout both ordinary and additional paternity leave, except pay
- continue to accrue holiday entitlement throughout paternity leave □ receive statutory paternity pay, provided:
 - they earn at least the equivalent of the lower level for payment of National Insurance contributions
 - (in respect of additional paternity leave) the child's mother or adopter had at least two weeks' statutory maternity pay or statutory adoption pay outstanding at the time of returning to work
- return to work after paternity leave, either to the same job or to an alternative job on terms and conditions that are no less favourable than the terms that would have applied had they not been absent.

There are also duties and obligations on the employee's part, such as to provide notice prior to taking paternity leave.

4.2 Ordinary paternity leave

You can choose to take either one week or two consecutive weeks' ordinary paternity leave. This must be taken within eight weeks of the date the child was due to be born (or within eight weeks of the actual date of birth, if it occurs earlier than expected). In the case of adoptions, ordinary paternity leave must be taken within eight weeks of the date of the child's placement.

4.3 Notification of ordinary paternity leave

Written notice of your intention to take ordinary paternity leave must be provided to the organisation no later than:

- (for births) the end of the 15th week before the week in which the baby is due

- (for adoptions) seven days after the date on which notification was received from an adoption agency of the match with the child.

The notice should be in writing, and should state:

- the week in which the child is expected to be born or placed for adoption
- whether you wish to take one or two weeks' ordinary paternity leave
- when you want the period of leave to start
- (in the case of an adopted child) the date on which notification of the match with the child was received.

A form for this purpose can be obtained from Helen Smith, Business Manager

You may be required to give Helen Smith a signed declaration that you wish to take ordinary paternity leave to care for a child or support the child's mother, and that you satisfy the eligibility criteria as set out above.

You can change your mind about the date on which you start your ordinary paternity leave, provided you give Helen Smith written notice at least 28 days in advance of either the revised start date or the original start date, whichever is the earlier.

4.4 Additional paternity leave

Additional paternity leave is a period of up to 26 weeks, which is separate from and additional to any period of ordinary paternity leave taken. Additional paternity leave is dependent on the employee's partner having returned to work before the expiry of her period of maternity or adoption leave.

The conditions for eligibility for additional paternity leave are the same as those for ordinary paternity leave, and so if you are eligible for ordinary paternity leave, you will automatically qualify for additional paternity leave as well, provided that:

- you are still employed by the organisation during the week before your additional paternity leave is due to begin
- the purpose of the leave is to care for the child
- your spouse or partner has returned to work before the end of her period of 52 weeks' maternity or adoption leave.

□

Additional paternity leave can be taken only between the times the child is 20 weeks and one year old. In the case of an adopted child, additional paternity leave can only be taken in the period beginning 20 weeks after the date of the adoption placement and ending one year after that date. The minimum period of additional paternity leave that you can take is 2 consecutive weeks and the maximum period is 26 weeks. The period of leave must be taken in multiples of complete weeks and can only be taken in one block.

Additional paternity leave does not need to begin on the same date that your partner returns to work, ie there can be a gap between this date and the start of your additional paternity leave, so long as your period of paternity leave ends within a year of the child's birth or adoption placement.

4.5 Notification of additional paternity leave

Written notice of your intention to take additional paternity leave must be provided to the organisation no later than eight weeks before the date on which you intend your period of additional paternity leave to begin. The notice must be in writing and must state:

□ the start and end dates of the proposed period of additional paternity leave
□ the date on which the child was born or placed for adoption.

You will also be required to provide a signed declaration confirming that you are eligible for additional paternity leave and stating that the period of leave is for the purpose of caring for the child. The organisation may also ask you to provide a signed declaration from the mother/adopter, including a statement of the date of her return to work.

You can change your mind about the date on which you start or end your period of additional paternity leave, provided you give Helen Smith written notice at least six weeks in advance of the revised start/finish date or the original start/finish date, whichever falls first.

Upon receiving your notice of your intention to take additional paternity leave, the organisation will write to you within 28 days, setting out the start and end dates of the period of additional paternity leave.

4.6 Statutory paternity pay

You may be entitled to statutory paternity pay whilst on paternity leave, provided that:

- you have at least 26 weeks' continuous service as of the start of the 15th week before the week your child is due be born or (in the case of an adopted child) the end of the week in which your spouse or partner was given formal notification of the match with the child
- your average weekly earnings are equivalent to or greater than the lower earnings limit for National Insurance contributions.

Payment of statutory paternity pay does not depend on whether you intend to return to work after paternity leave.

Statutory paternity pay is payable during the period of ordinary paternity leave and may be payable during all or part of additional paternity leave, in proportion to the amount of statutory maternity or adoption pay that your partner had remaining on her return to work. In effect, the outstanding statutory maternity pay or statutory adoption pay is transferred to you (provided you are otherwise eligible for it). Statutory paternity pay is a fixed weekly rate stipulated by the Government.

Statutory paternity pay will be paid on your normal pay days and will be subject to the usual deductions for tax, National Insurance and pension contributions.

5 Policy issues

5.1 Prior to leave

Before starting maternity leave, adoption leave or additional paternity leave, you will be informed of the arrangements for covering your work. If you have staff reporting to you, we will try to involve you in all decisions relating to the temporary reporting arrangements during your period of leave.

Before you commence maternity, paternity or adoption leave, we will need to agree with you when you will take your annual holiday entitlement for the year during which your period of leave commences and (where necessary) the following holiday year. Normally, the organisation will require you to use up all of the current year's holiday entitlement prior to starting your maternity, paternity or adoption leave, unless you plan to return to work before the end of the same holiday year.

□

We will also discuss with you arrangements for keeping in touch whilst you are on leave. You will usually remain on circulation lists for internal memoranda and other documents, and will be included in invitations to any work related social events.

5.2 During leave

Your contract of employment continues in force during all periods of maternity, paternity or adoption leave. All terms, conditions, rights and obligations under the contract therefore remain in force, except for terms relating to basic pay and other remuneration.

During maternity leave, adoption leave or additional paternity leave, you may, if we invite you, work for up to 10 days without affecting your period of statutory leave or pay. These days could be to allow you to attend a meeting or a training course, or just for the purpose of 'keeping in touch'. You are under no obligation to do any work during your period of leave, and we are under no obligation to offer you any work. We will advise you if the opportunity for any such days arises.

At least two weeks before you are due to return to work, you may be invited for an informal meeting with Helen Smith in order to discuss any material points concerning your return to work, such as changes to systems or working methods.

5.3 Returning from leave

You have the automatic right to come back to work following maternity, paternity or adoption leave, and it is assumed that you will return unless you state otherwise. Although you are not required to give any formal notice of returning to work at the end of the period of leave, it helps us to plan for your return if you contact us in advance.

If, however, you wish to return to work early, ie before the end of your period of maternity, paternity or adoption leave, you must give us notice (in writing) of the date on which you intend to return. For an early return from maternity or adoption leave, this must be at least eight weeks' notice; for an early return from additional paternity leave, the notice must be at least six weeks. Employees on maternity leave are not, however, permitted to return to work within two weeks of giving birth.

If you do not give sufficient notice of an early return date, the organisation is entitled to postpone your return to work until the correct notice has expired or until the date on which your period of maternity, paternity or adoption leave would otherwise have come to an end.

If you are unable to return to work on the due date because you are ill, you should notify Helen Smith, Business Manager, as soon as possible. You will be entitled to receive your normal contractual benefits in relation to sickness absence and sick pay from the date on which you were due to return to work, subject to the usual requirements to provide medical certificates confirming that you are unfit to attend work.

You will be entitled to return either to the same job as before, or – in some cases – to a suitable alternative job on terms and conditions that are no less favourable to you than those that would have applied had you not been absent, and with the same level of seniority, pension and other similar rights.

If an annual salary review has occurred during your period of leave, this will be applied to you and you will be notified of any change to your salary.

If you decide not to return to work, you should notify Helen Smith of your decision immediately. You must then give written notice of your resignation in accordance with the terms of your contract.

5.4 Flexible working

As stated above, it is the organisation's policy to encourage employees who take maternity, paternity or adoption leave to return to work afterwards.

If, following a period of maternity, paternity or adoption leave, you wish to reduce (or otherwise alter) your working hours on returning to work, the organisation will make every effort to accommodate your request. Whether a particular request can be granted will depend on whether your job duties can be effectively carried out on a part-time basis. Any request for a contract variation should be made under the organisation's flexible working policy and should be submitted as early as possible. All requests will be considered seriously and fairly.



POLICY NAME: Missing Child

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23.08.2019

Missing child Policy

If a child goes missing from the setting

1. The register is checked to make sure no other child has also gone astray.
2. The person in charge will carry out a thorough search of the building and garden.
3. Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
4. Person in charge talks to staff to establish what happened
5. If the child is not found the parent is contacted and the missing child is reported to the police.

If a child goes missing from an outing where parents are not attending and responsible for their own child, the setting ensures that there is a procedure that is followed.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff searches the immediate vicinity but does not search beyond that.
 - The person in charge is informed, if s/he is not on the outing and makes his/her way to the venue to aid the search and be the point of contact for the police as well as support staff.
1. In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
 2. The staff contact the police using the mobile phone and report the child as missing.
 3. The person in charge of the setting contacts the child's parent who makes their way to the setting or outing venue as agreed with the person in charge.
 4. Staff take the remaining children back to the setting.
 5. The person in charge contacts the Business Manager to arrive at the setting and the Business Manager also informs the Chair of Directors of the issue.

The investigation

- The Business Manager carries out a full investigation taking written statements from all the staff present at the time, or who were on the outing.

- The key person/ staff writes an incident report detailing:
 - the date and time of the report;
 - what staff/ children were in the group/outing;
 - when the child was last seen in the group/outing;
 - what has taken place in the group/outing since then; and - the time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Social Services may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements and is recorded on the I connect system; the local authority health and safety officer may want to investigate and will decide if there is a case for prosecution.
- OFSTED is informed.
- The relevant insurance agency is informed (Poundgates NDNA)

If the child returns a full investigation is still undertaken and it is logged as a near miss.



POLICY NAME: Nappy Changing/Toileting/Intimate Care Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:23.08.2019

Nappy Changing and Toilet Training Policy

The potty and toilet will always be accessible to children who are toilet training and nappies will be changed regularly and as needed if dirty. Staff will encourage children to use the potty and toilet independently but will supervise if needed.

Students/parents/contractors and volunteers are prohibited from entering the toilets without staff supervision and staff will check the toilet area is clear before admitting these people. If a member of staff is concerned that a colleague has spent a long time in the toilet area with a child, they will check to see if support is needed. Always respect the child's privacy and treat toileting accidents with sensitivity.

All nappies will be checked throughout the day in the Crawlers and Explorers room and Discoverers. Nappy changes should be recorded onto the children's iconnect profile.

PROCEDURE

- CHECK to make sure that the supplies you need are ready, including: Baby wipes, paper towels, disposable gloves, plastic bags, fresh nappies, clothes, rubbish bins lined with plastic, aprons.
- **Supervise children to use the toilet independently.**
- **No children must be left unattended on the nappy changing unit.**
- WEAR disposable gloves and aprons during toileting supervision and nappy changes.
- **EMPTY the contents of the potty into the toilet, toilets must be checked regularly to avoid urine and faeces being knocked on the floor.**
- If needed REMOVE soiled clothes.
- PUT soiled clothes in a plastic bag to be taken home, unless parent requests different.
- If unable to themselves, CLEAN the child's bottom with a baby wipe or toilet roll.
- DISPOSE of baby wipe or toilet roll into the nappy sack with the soiled nappy. Place this in the nappy bin.
- APPLY nappy barrier cream if the child's bottom is sore or if requested by parents.
- Put on a clean nappy / pants and If needed help to dress the child.
- Help the child to WASH the child's hands even if they are not visibly soiled with faeces. Return him/her to the group.
- CLEAN and DISINFECT the changing area and any equipment and supplies you touched. □ DISINFECT the potties.
- Then WASH YOUR HANDS.
- Remember to talk to the child and make them feel at ease while changing their nappy of helping them toilet train
- Record the time the nappy was changed and note any unusual soiled nappies, for example diahorrea in the child's iconnect information. Seek advice from a manager on whether the child needs to go home.
- REMOVE your gloves and apron - do not wash or re-use them. Put them in the nappy bin. Wash your hands.

POLICY NAME: Non-Collection of children

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23.08.2019

Statement of intent

In the event that a child is not collected by an authorised adult at the end of a session we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

Aim

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Methods

- Parents of children starting at the setting are asked to provide specific information which is recorded on our Registration Form, including:
 - home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative. These can be found on the iconnect system;
 - place of work, address and telephone number (if applicable);
 - mobile telephone number (if applicable);
 - names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent;
 - information about any person who does not have legal access to the child; and - who has parental responsibility for the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted in our Diary.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child in our Diary. We agree with parents how to verify the identity of the person who is to collect their child and we would ask for the password.

□

- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that - in the event that their children are not collected from setting by an authorised adult and the staff can no longer supervise the child on our premises - we apply our child protection procedures as set out in our child protection policy.
- If a child is not collected at the end of the session/day, we follow the following procedures:
 - The Diary is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form and in the Diary.
 - If no-one collects the child after one hour (15 mins after 6pm) and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
 - We contact our local authority social services department. For full day care, this will be the out of hours duty officer.
 - The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social worker;
 - Social services will aim to find the parent or relative if they are unable to do so, the child will be admitted into the care of the local authority.
 - Under no circumstances are staff to go to look for the parent, nor do they take the child home with them.
 - A full written report of the incident is recorded in the child's file.
 - Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
 - Ofsted may be informed.



POLICY NAME: Occasional use

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:23.08.2019

STATEMENT OF INTENTENT

To give parents and carers flexibility in their childcare usage

AIM

We aim to give parents the flexibility they require when arranging child care. To support parents with shift patterns, changes in working hours and social commitments we allow occasional use.

METHOD

A request for occasional use can be made up to 24 hours in advance the request can be verbally, by phone, email or note. All requests for occasional use must be confirmed by the Manager, and an admin charge is payable.

Once confirmed the name of the children session and date are written in the diary, they are then entered into iconnect. If the register for that week has already been printed they must be hand written onto the register.

Fees can be paid on the day of use or are paid in arrears and added onto the following months bill.



POLICY NAME: Over 8's Club

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23.08.2019

Statement of intent

We intend to make our Adventurers club as interesting and fun as possible. We will treat the children with the respect and give them the opportunity to be more independent within the setting.

Aim

To create a fun and caring environment where our older children will be able to relax and get involved in interesting experiences. We will have an Adventurers co-ordinator who will be responsible for supporting the children in the Adventurers Club and will plan for activities during the week.

Method

- Adhere to our behaviour management policy
- Provide sufficient activities so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- We liaise with school to understand issues and work together to support children.

In return we expect the following from children attending the Adventurers club

- Not to be rude to Jigsaws staff
- Not to tease or be rude to any of our friends at Jigsaws

- We do not hit or kick, we keep our arms and legs to ourselves
- Always try to be polite and kind to everyone at Jigsaws
- Try and keep the noise at a correct level and do not shout at others
- Not to throw toys and equipment
- Do not break or try to destroy things
- To use appropriate language and respect others differences



POLICY NAME: Outings Policy

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23.08.2019

Statement of Intent

It is our belief that children benefit from and learn through outings and trips. We use our many local facilities such as the local woodland, post office, church, station and farm shop to engage children. We also run trips for our older children for Forest Schools and cinema trips.

Aim

At Jigsaws we believe that our children should access as many local amenities as possible by experiencing outings and trips.

METHOD

- We have agreed procedures for the safe conduct of outings.
- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- Parents always sign consent forms before major outings. If the parents consent form has not been received then the parent will be contacted to find out why and talk through any issues they may have as appropriate.
- A risk assessment is carried out before an outing takes place.
- Our adult to child ratio is high, 1:2 for children aged under 2 1:3 for children aged 2-3, 1:6 for children aged 3 to 6 and 1:6 for children aged 6 and over. Ratios are lower when required for SEN.
- Named children are assigned to individual staff to ensure each child is individually supervised and to ensure no child gets lost and that there is no unauthorised access to children. Regular head counts are taken throughout the visit.
- Outings are recorded in an outings record book stating:
 - the date and item of outing
 - the venue and mode of transport
 - names of staff assigned to named children
 - time of return
 - Staff with first aid training

- A copy of the outings record sheet is taken on the outing as a register and a copy of the outings policy is taken so staff know what to do.
- Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, a snack and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for. The mobile phone is supplied by Jigsaws.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover when necessary. This may be cars/community minibus.

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

MISSING CHILD

If a child goes missing from an outing where parents are not attending and responsible for their own child, the setting ensures that there is a procedure that is followed.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff searches the immediate vicinity but does not search beyond that.
- The Business Manager is informed, if s/he is not on the outing and makes his/her way to the venue to aid the search and be the point of contact for the police as well as support staff.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The staff contact the police using the mobile phone and report the child as missing.
- The person in charge of the setting contacts the child's parent who makes their way to the setting or outing venue as agreed with the person in charge.
- Staff take the remaining children back to the setting.
- The person in charge contacts the chairperson of the management committee.

The investigation

1. The management team carries out a full investigation taking written statements from all the staff present at the time, or who were on the outing.
 2. The key person/ staff writes an incident report detailing:
 - a. the date and time of the report;
 - b. what staff/ children were in the group/outing;
 - c. when the child was last seen in the group/outing;
 - d. what has taken place in the group/outing since then; and - the time it is estimated that the child went missing.
 3. A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Social Services may be involved if it seems likely that there is a child protection issue to address.

□

- The incident is reported under RIDDOR arrangements (see H&S folder) and is recorded in the incident book; the local authority health and safety officer may want to investigate and will decide if there is a case for prosecution.
- OFSTED is informed.

If the child is found the investigation takes place and steps 1, 2 and 3 are followed. Then staff training is given to avoid a similar situation in future.



POLICY NAME: Parental Involvement

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:23.08.2019

Statement of Intent

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development. We support Home Learning projects.

Method

In order to fulfil these aims we:

- are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them;
- encourage and support parents to play an active part in the governance and management of the setting, through our board of directors and questionnaires.
- inform all parents on a regular basis about their children's progress through parents evening;
- involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's developmental records through iconnect;
- provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting;
- inform parents about relevant conferences, workshops and training;
- consult with parents about the times of meetings to avoid excluding anyone;
- provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language;
- hold meetings in venues that are accessible and appropriate for all;

□

- welcome the contributions of parents, in whatever form these may take such as observations through iconnect;
- inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure; and
- provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.
- Parents can access electronic learning journeys and add their own observations on Parentzone;
- The 2 year progress check includes parents section.
-

In compliance with National Standard 12, the following documentation is in place:

- admissions policy;
- complaints procedure;
- record of complaints; and
- activities provided for children.



POLICY NAME: Reserves Policy

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23.08.2019

Statement of Intent

It is important for Jigsaws Childcare Ltd to have an appropriate level of reserves in place to cover expenses when they become due; however, as a not for profit organisation we need to balance this with our duty to spend our income on activities to further our aims and objects, as laydown in our Articles of Memorandum.

Aim

To create enough reserves to make sure the company could support itself meeting outgoings for at least three months and wind up the business in a satisfactory way.

Methods

The reserves level is often calculated in terms of a number of months of running costs, with most settings choosing to have reserves that would be enough to cover running costs for either three months. This is usually worked out by taking an average from the yearly expenditure.

On top of this figure Jigsaws will need to keep designated funds for staff redundancy payments and any known upcoming expenses.

The Charity Commission recommends that settings have a clear reserves policy in place, which includes information on the level of reserves that are required, what the reserves are required for and the measures that the charity will need to put in place to establish the required level of reserves. The policy should be monitored to ensure that it reflects any necessary changes to the required level of reserves.

The Business Manager will work with our accountant and the Board of Directors, to designate a reserves budget which will be reviewed annually. We will aim to put as much as is necessary into the reserves pot but it may take several years to achieve our required total.



POLICY NAME: Settling In Policy

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23.08.2019

Statement of intent

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

Aim

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

Methods

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- We provide opportunities for the child and his/her parents to visit the setting before joining us.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.

- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left, so we expect that the parent will honour the commitment to stay for at least the first week.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.



POLICY NAME: Sick Child Policy

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23.08.2019

STATEMENT OF INTENT

We feel that children do not learn well if they are feeling ill and therefore ask parents to consider this before sending children to the setting. We understand that some children may become unwell while attending the session and parents will need to be informed.

AIM

We aim to make Jigsaws a healthy environment for children to learn in and require parents and carers to take this into account before sending their children.

METHOD

1. If your child has a temperature, and/or exhibits any behaviour changes or other signs that they are not well enough to participate comfortably in daily activities. Please keep your child home until his/her symptoms returns to normal.
2. If your child has had diarrhoea in the past 48 hours, keep your child at home until they have been diarrhoea-free for 48 hours or stools are formed enough that they are contained in their nappy. Potty trained children should be accident free for one day.
3. If your child is vomiting, please keep your child home for up to 48 hours after the vomiting has ended.
4. If your child has a runny nose, accompanied by fever and crankiness or difficulty breathing, please keep your child home until they are feeling better and are fever free.
5. If your child is experiencing itchy, watery eyes, please keep your child home until the condition has been evaluated and treatment has begun.
6. If your child exhibits an unexplained skin rash, please keep your child home until the condition has been evaluated and treated.
7. As parents, use your best judgment in determining your child's health. Please take your child seriously when he/she says they are not feeling well.

You, as the parents, are ultimately responsible for determining your child's ability to actively participate in our daily activities. While we sympathise with the needs of each parent and their child, we must provide a healthy environment for the other children in our care. A sick child often needs special, one-on-one attention. It is difficult for us to take time away from well children to devote special attention to a sick child.

As always, feel free to call if you are uncertain about your child's condition. As a general rule, if your child is not themselves due to illness, please keep your child at home.

If your child becomes ill including sickness and or diarrhoea at Jigsaws you will be immediately called and asked to collect your child. We will try and make your child as comfortable as possible. While waiting we may ask parents if medicine can be given. This will be noted in the medication section of iconnect, a signature will be required. When possible, we will make sure your child is separated from the other children to avoid the spread of infection.

If your child has a high temperature but shows no other sign of illness, we will call you and ask parents to make a choice if they would like to collect or not as temperatures are not always linked to illness (teething) again we will ask if medication can be given to reduce the temperature. Verbal and written consent is required an email should be sent to admin@jigsawschildcare.co.uk as confirmation. Medication section on the iconnect system will need to be completed and signed. Staff will ask if medication was given before attending nursery and will note the time it was given.

SERIOUS ILLNESS / INCUBATION PERIODS

Children suffering from serious illness such as chicken pox, measles. etc will require exclusion during the incubation period. We do consult NHS websites for up to date information on exclusion/incubation periods.



POLICY NAME: Special Educational Needs

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23.08.2019

Statement of intent

We provide an environment in which all children are supported to reach their full potential.

Aims

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

Methods

- Karen Holding is our designated member of staff for co-ordinating special educational needs (SENCO) with support from Rebecca Haines.
- We provide a statement showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.

- We use the graduated response system for identifying, assessing and responding to children's special educational needs, including EHCP process.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities.
- We ensure that ILPP children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.

- We provide resources (human and financial) to implement our SEN/disability policy/EAL.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff. Staff who hold Autism Qualifications are Amie Ross, Dannielle Heneachon, Karen Holding, Rebecca Haines and Sophie Gaddas.
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. ILPP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.



POLICY NAME: Staff Absence

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

Statement of Intent

It is our wish to maintain the healthiness and well being of our staff but also to balance the ratios required for adults to children

Aim

We aim to be supportive to staff when they are ill but also to remind staff that as a small business high levels of staff absences are detrimental to our company.

Method

You are entitled to absence:

- If you have a sudden illness, an accident or assault which results in inability to work.
- For maternity or adoption leave where employee fulfils the statutory requirements (discuss with your line manager)
- Parental Leave where an employee has 12 months service and fulfils the statutory requirements (discuss with your line manager)
- Paternity Leave where employee fulfils the statutory requirements (discuss with your line manager)
- Time off for Family Emergencies: -
 1. An emergency such as sudden illness, and accident or assault, going into labour, unexpected disruption or breakdown in care arrangements, death of someone for whom you have to make funeral arrangements or attend a funeral.
 2. Family is husband, wife, partner, child, parent, someone living with employee as part of the family

We ask all staff to make appointments for example doctors, dentist and opticians outside of their working patterns. In some rare occasions when this is not possible your line manager may agree to **unpaid leave**, but you must discuss this with them at least one full working week in advance.

What happens if you are absent?

- You must inform your line manager within one hour of your normal start time by phone.
- You will be requested to give an outline for your reason for absence.
- You will be required to update staff if there is any additional work they need to cover for you.
- If possible indicate how long you will be absent

- If you return within seven days you will need to complete a self-certification form which briefly explains the nature of your absence. This form will be kept on your personnel file and your absence will be logged.
- If you are absent for more than seven consecutive days including weekends and bank holidays you will need to receive a certificate from your doctor giving the reason why you cannot work and present it to your line manager
- Jigsaws will keep in touch with you by phone while you are absent
- If you are absent for more than two consecutive days, you will be required to attend a 'return-to-work' interview, on your return day. This is to check there are no ongoing problems.

Pay Arrangements

- Maternity, Adoption and Paternity Leave follow statutory pay requirements speak to your line manager □ Parental Leave is unpaid

Time off for family emergencies, Jigsaws will pay **up to** one day of your normal salary, after which time off will be unpaid.

- You are entitled to contractual sick pay at your normal rate of pay for a maximum of two days for any one period of incapacity. You will be entitled to a maximum of five days sick pay in any one year. This is subject to you notifying your line manager.
- You may be entitled to statutory sick pay after this time. Please discuss with your line manager and complete relevant HMRC forms.
- We will ensure that return to work interviews are carried out with staff who have more than five days sick or are off sick for more than two consecutive days.

PLEASE NOTE THAT IF WE BELIEVE THAT AN EMPLOYEE IS ABUSING THE SYSTEM THERE MAY BE DISCIPLINARY MEASURES AGAINST THEM

Whilst those employees genuinely absent for illness will be treated sympathetically, excessive sickness can result in dismissal after proper procedures have been followed.



POLICY NAME: Staffing and Employment

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23.08.2019

Statement of intent

We provide a staffing ratio in line with the requirements of the National Standards for Day Care and Out of school care, 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 for criminal and other records through the Criminal Records Bureau 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.

To offer high quality out of school care which is enjoyable for children and successful in meeting parents needs.

Methods

- To meet this aim we use the following ratios of adult to child:
 - children under two years of age: 1 adult : 3 children;
 - children aged two years of age: 1 adult : 4 children; and - children aged three - 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 system 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.
- 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.

- Our Managers are both EYPs and deputy Playworkers hold the CACHE level 3 Diploma in Pre-school Practice / Playwork or an equivalent qualification and a minimum of half of our staff hold the CACHE level 2 Certificate in Preschool Practice or an equivalent or higher qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Pre-school Learning Alliance and external agencies.
- Our setting budget allocates resources to training and we yearly produce a training plan
We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy 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.
- We use Ofsted guidance on obtaining references and criminal record checks through the Criminal Records Bureau for staff and volunteers who will have substantial access to children.



POLICY NAME: Student Policy

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

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 the CACHE level 2 Certificate in Pre-school Practice / Play work and CACHE level 3 Diploma in Pre-school Practice/ Playwork.

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 to meet the 'suitable person' requirements of Ofsted.
- 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 who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting 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 setting.

- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.



POLICY NAME: Social Network & mobile phones

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:23.08.2019

Statement of Intent

We believe our staff should be completely attentive during their hours of working, to ensure all children in the nursery receive good quality care and education. This is why mobile phones are not to be used during working hours. We also feel that restrictions need to be in place on staff when they access social networking sites both at nursery and in their own time.

Aim

The nursery has a high reputation to upkeep and comments made on sites such as 'Facebook' could have an impact on how parents using the nursery view the staff. Confidentiality is paramount and staff should never talk to friends and parents about children, staff or business.

Methods

Mobile Phones – changed due to serious case review dated 05/12/2013, see added page.

- Mobile phones used on designated breaks must be used in the Adventurers area only. Mobile phones need to store in the staff toilet area at all other times.
- Parents and visitors are asked to use phone in the setting. We have signs at the entrances to the building to notify parents.

The use of apple watches/smart watches and fitbits etc, are also not permitted.

- Staff wearing smart watches will be asked to remove them and leave them locked away along with their personal mobile phones in the office.
- The use of mobile phones/smart watches are in staff breaks or in staff member's own time in the designated (child free) staff area.

Social Network sites:

- Staff must not post anything onto social networking sites such as 'Facebook' that could be construed to have any impact on the nursery reputation.
- Staff must not post anything onto social networking sites that would offend any other member of staff or parent using the nursery.
- Our policy is that staff **do not make** or **accept** invitations to become online friends with parents or other family carers on any social network site. This also applies to students and helpers. Any existing parents accessing your page prior to this policy need **uninviting**.
- If any of the above points are found to be happening then the member of staff involved will face disciplinary action, which could result in dismissal.

It is the responsibility of all members of staff to be vigilant and to report any concerns to the Business/Operations/Deputy manager. (See whistleblowing policy)



POLICY NAME: Transition

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23.08.2019

Statement of Intent

Transition policies allow for a smooth passage of children from the home or preschool settings to Nursery or school. The effective use of transition policies assists the preschool teacher, the Nursery teacher and the parents of young children in the difficult task of easing young children into their new educational environment.

Aims

At Jigsaws we aim to make the transitions young children undergo a stress free as possible. Making the transition a smooth procedure.

Methods

Parents supporting the transition from Home to Jigsaws (see Settling In policy)

Once you have booked your sessions with Jigsaws and have a start date we suggest that you can help your child by:

- Take a photograph of the Building or Key worker and hang it in your child's room. Talk with your child about attending Jigsaws. Ongoing conversations are important for making your child feel comfortable.
- Read books with your child with starting nursery themes.
- Be enthusiastic rather than anxious about your child's transition.
- Complete the I am Special information sheet. This provides our staff with really vital information about your child and their environment.
- Be supportive to your child when she/he starts at Jigsaws.
- Talk to your child about Jigsaws, talk about your child's daily routine and ask specific questions related to activities conducted in your child's session. Your key worker or Room Supervisors will be happy to help familiarise and support you.

- We have many methods for helping children settle into the session so if you feel there are problems discuss this with staff.

Parents supporting the transition from Jigsaws to Nursery/School

- Contact Jigsaws and let us know that your child will be starting School and the date this will start. Once you have let us know we will support you and have ample time to focus on getting your child ready for a new nursery or school and possible changes in the family's routine and your child's new schedule.
- Where we have close links to the School Jigsaws can arrange taster sessions and support your child with drop off and collections.
- Take a photograph of the new school and hang it in your child's room. Talk with your child about the new Nursery/School. Ongoing conversations are important for making your child feel comfortable.
- Read books with your child with school themes.
- Be enthusiastic rather than anxious about your child's transition.
- Be supportive to your child when she/he begins school.
- Talk to your child about school. Familiarise yourself with your child's daily routine and ask specific questions related to activities conducted in your child's class.

Jigsaws supporting the transition to School

- We will contact the local school administrators and provide a list of children who will attend that school
- Share children's work with the teachers, as well as information about each child's favourite activities at Jigsaws and unique skills. Assessment information will be made available along with observations where necessary on iconnect.
- Regular meeting with local schools and nurseries and networking meeting will be attended by Managers.
- We encourage parents to transfer their child's records or observations and any multi-agency intervention to the local school.

Jigsaws supporting the transition from Crawlers and Explorers to Discoverers

- When approaching second birthday keyworker, Managers and Parents will assess if they feel the child is developmentally ready to move into the older environment.
- If it is felt that the child is able to cope with this transition the child and their keyworker will make visits into the room throughout a period of time. The child will be introduced to their new keyworker and allowed to get to know them. The parents will also be informed of their child's new keyworker.
- The child's information will be transferred across and the keyworker must update their knowledge of the child through talking to previous keyworkers and assessment information.
- It maybe that if the child is attending full daycare that After School in the Discoverers room may initially be too much so they can be taken back into the Crawlers and Explorers room.



POLICY NAME: Toys

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED: 23.08.2019

Statement of Intent

Jigsaws recognise the importance of ensuring children's wellbeing and happiness during their time with us. To achieve this it is important that we create and maintain a safe environment with age appropriate, stimulating provision and resources that will engage children and enhance their learning and development.

We have identified that toys brought from home can cause disagreements amongst the children which impacts on children's wellbeing. **Therefore it is Jigsaws policy to not allow toys from home to be brought into Jigsaws.**



POLICY NAME: Whistle Blowing

Authorisation Signature:

DATE ADOPTED:

DATE AMENDED:

See Child Protection Policy

See Complaints Procedure

See Grievance Procedure

See Handout 3 attached Appendix 5

See Handout 5 attached Appendix 6