

INDEX

SAFEGUARDING & CHILD PROTECTION POLICY FOR CHILDMNIDERS	PAGE 2
CHILD PROTECTION	PAGE 4
TRAINING	PAGE 4
ALLEGATIONS	PAGE 5
COMPLAINTS	PAGE 6
MANAGING CHILDREN’S BEHAVIOUR	PAGE 7
• Typical behaviors exhibited by children linked to their stage of development and key events in their lives	
• Factors that influence behavior	
• Typical behavioral characteristics and challenges from 1 and half years old until 3 rd birth.	
MOBILE PHONE, CAMERA AND ELECRTONIC INFORMATION POLICY	PAGE 10
THE IMPORTANCE OF THE PARTNERSHIP WITH PARENTS	PAGE 11
WORKING IN PARTNERSHIP WITH OTHER PROFESSIONALS / PROVIDERS	PAGE 12
UNCOLLECTED CHILD PROCEDURE	PAGE 13
KEEPING CHILDREN SAFE	PAGE 13
ACCIDENTS AND EMERGENCIES	PAGE 14
ILLNESS/MEDICATION POLICY	PAGE 15
PROMOTING GOOD HEALTH	PAGE 15
CONFIDENTIALITY AND DATA PROTECTION	PAGE 16
RECORD KEEPING	PAGE 16
INFORMATION SHARING	PAGE 16
DEFINITION OF ABUSE	PAGE 17
• Physical abuse	
• Neglect	
• Sexual abuse	
• Emotional abuse	
PROCEDURE FOR A LOST CHILD	PAGE 20
EQUAL OPPORTUNITIES	PAGE 21
SUPPORTING EQUALTY AND INCLUSION	PAGE 21
ROUTINE	PAGE 23
ACTIVITIES	PAGE 24
MENU	PAGE 26
POLICY OUTINGS	PAGE 27
EMERGENCY EVACUATION PROCEDURE	PAGE 28
BRITISH VALUES POLICY	PAGE 29
PREVENT OF DUTY POLICY	PAGE 30

SAFEGUARDING & CHILD PROTECTION POLICY

All parents and carers are asked to read this document carefully and sign it prior to a child being placed

Safeguarding Ethos

I aim to keep children safe by adopting the highest possible standards and taking all reasonable steps to protect children from harm.

The purpose of this Child Protection Policy is to set a clear protocol of action and a framework of my responsibilities and legal duties in relation to your child's welfare.

The Statutory Framework for the Early Years Foundation Stage (EYFS) states "A practitioner must be designated to take lead responsibility for safeguarding children in every setting. Childminders must take the lead responsibility themselves. The lead practitioner is responsible for liaison with local statutory children's services agencies and with LSCB. The lead practitioner must attend a child protection training course."

In accordance with the EYFS I will regard to the Government's statutory guidance "Working together to Safeguard Children"

In order to achieve this:

I aim to put children's needs first at all times. I hope to encourage children to be confident and assertive, and to develop a trusting and respectful relationship with other children in my care, so that they know they will be listened to and believed.

I will undertake Safeguarding & Child protection training every two years, in accordance with government guidance. This Child Protection Policy complies with all current legislations and guidance in line with City & Hackney's Local Safeguarding Children Board (LSCB)

I aim to promote the **EVERY CHILD MATTERS** outcomes in all children in my care:

- 1-Be Healthy
- 2-Stay Safe
- 3-Enjoy and Achieve
- 4-Make a positive contribution
- 5-Achieve economic well-being

This Child Protection Policy adheres to the following concepts from the UN Convention on The Rights of the Child:

- **Non discrimination** - All the rights apply to all children equally regardless of their race, sex, religion, language, disability, opinion or family background. (Article 2)
- **Best interests of child** - When adults or organisations make decisions which affect children, they must always think first about what is best for the child. (Article 3)
- **The child's view** - Children have the right to say what they think about anything which affects them. When courts or official organisations make decisions which affect children, they must listen to what children want and feel. (Article 12)

The role of regulatory bodies

Home-based childcares must be registered with the regulatory body for their country before they can care for other people's children in their own home.

In England the regulatory body is Ofsted.

Ofsted will make sure that:

- I meet the welfare requirements and learning and development requirements as set out in the Early Years framework for your home country. For England, these are in the Statutory Framework for the Early Years Foundation Stage.
- I am a suitable person to provide care for children.
- I can promote an environment where children are well cared for, are safe and learning and development is catered for.

The process and systems to control home-based childcare is:

Registration
Inspection
Investigation
Enforcement

In England there are five general requirements:

- Safeguarding and promoting children's welfare
- Suitable people
- Suitable premises, environment and equipment
- Organization
- Documentation

My safeguarding Responsibilities

CHILD PROTECTION

The welfare requirements of the EYFS in England or the equivalent requirements and standards in other country must be met by all Early Years providers. These are legal requirements and it is an offence not to comply with them. Safeguarding and children's welfare is a general requirement.

If a child tells me about someone is harming them or signs of possible abuse give me cause for concern. I will not ignore the situation.

Child Protection Procedures

If I am concerned about a child's welfare, I will contact:

- 1- I identify concerns that a child may have been abused or is at risk of significant harm
- 2- The Duty Social Worker at for advice and discuss my concerns and whether a referral is needed (day time 0208 356 5500 – out of hours: 020 8356 2346)
- 3- If appropriate I will make a REFERRAL by phone which will be followed up by a written referral. The Children's Social Care referral form can be emailed to first Response Team on: csc referrals@hackney.gov.uk
- 4- Unless otherwise advised by the Social worker, I discuss my concerns with the child's parents (exceptions might be in case of suspected sexual abuse)
- 5- I record my concerns in detail including records of date, time, place, people present, what was said, decision-making regarding the referral.
- 6- I will continue to share information and maintain records with parents/other professionals as appropriate.
- 7- I will attend meetings as/ when required including child protection conferences.

TRAINING

I am required to undertake regular training in safeguarding children and child protection (every two years)
As a professional, I ensure that my knowledge is up-to-date, so that I can recognize indicators of abuse and respond appropriately.

If I employ an Assistant or another Childminder I will ensure that they complete Safeguarding training before caring for any children.

ALLEGATIONS

I have a legal responsibility to report concerns about professional conduct of colleagues or associates whose behavior might harm a child.

It is not my place to investigate the allegation and doing so could compromise any further police investigations and the local authority's ability to effectively safeguard children.

Criteria for an Allegation

An allegation is information or a concern which suggests that an adult working with children and young people has:

- Behaved in a way that has harm, or may have harmed, a child
- Possibly committed a criminal offence against, or related to, a child
- Behaved towards a child or children in a way that indicates that he or she is unsuitable to work with children

All allegations should be dealt with fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Procedure for Allegations

1. An allegation is made against me by a child, a parent/care or another professional
2. I will consider whether the allegation fits the criteria of alleged harm caused to a child (if not, I implement my complaints procedure)
3. I will inform the **local Authority Designated Officer (L.A.D.O)** at City and Hackney Safeguarding Children's Board so that the multi-agency investigation to the allegation can begin Tel no. 0208 356 4569
4. I contact **Ofsted** immediately as require by the EYFS Tel. 0300 13 1231 Complaints line 0300 123 4666
5. The LADO conducts a Strategy Meeting (also known as a Management Planning Meeting)
6. I seek advice and support from the Childminding Team and (if a member) from the PACEY

Recording

I will keep detailed records of the allegation made and my actions, including any advice given by Ofsted and the LADO. I will make these records available to the Allegations investigation and to Ofsted, as required.

Confidentiality

It is important not to discuss the allegation with anyone other than the LADO, PACEY, the network Coordinator and Ofsted.

If parents want to discuss the allegation past the initial raising of their concerns with me, they should be advised to speak to the LADO as discussion between us could compromise any investigation.

Support

I will ask for support from LADO, my network coordinator and the PACEY (if a member) to implement the Allegations Procedure. Parents can seek advice and support from LADO throughout process.

The LADO tel number is **020 8356 4569**

COMPLAINTS

I hope that you are happy with the service that I provide, but I appreciate there may be times when I am not offering you and your child the service that you require. I hope that you will feel able to discuss any concerns or issues that you may have with me directly. If you would rather not to talk in front of your child then we can arrange a more convenient time.

It is a requirement by Ofsted that all complaints are logged along with the outcome and any action taken. These records must be available to show to an Ofsted Childcare Inspector if required.

I will keep two copies of each complaint, one containing the complaints name and contact details so it can be followed up by Ofsted if required, and another anonymous copy to share with parents on request. This allows me to share complaints without breaking confidentiality.

I will record the following:

- Name of the person making the complaint.
- The welfare/learning and development requirement to which the complaint relates.
- Nature of the complaint.
- Date and time of the complaint
- Action taken in response to the complaint
- The outcome of the complaint investigation (for example, ways the service has improved).
- Details of the information and findings that were given to the person making the complaint (which should have been provided to them within 28 days), including any action taken.

The anonymous complaint records will be made available on request to any parent of a child for whom I act as a Childminder and Ofsted. This record will not include the name of the person making the complaint.

If you feel that you are unable to talk to me or after talking the matter remains unresolved then you can talk in confidence to:

The National Childminding Association on 0800 169 4486

If you wish to make a formal complaint then you can contact the Ofsted Complaint and Investigation Unit on 0300 123 4666.

MANAGING CHILDREN'S BEHAVIOUR

I make a firm commitment that I will inflict no physical punishment. No shouting or smacking. Instead, I adopt a strategy of verbal praise and encouragement and operate a time out policy for inappropriate behavior.

I will take reasonable steps to ensure corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided.

Because of my dedication to the children in my care and my pledge to understand each child and his/her behavior and development patterns, I believe that carefully chosen words, depend upon the circumstances, will lead to a mutual understanding and respect between child and I.

I promote the development of a sense of right and wrong by teaching your child the appropriate way to act and discouraging unacceptable behavior.

Procedures

If a child presents at any time unacceptable behavior, I will approach the situation in the following way:

- Intervene at the time of conflict in order to establish the cause of upset.
- Talk to the Children involved to gauge their feelings and reactions to the situation.
- In younger children who are not yet able to reason diversionary tactics, distraction would be used at this time.

How grand rules for behavior and expectations are developed and implemented

Children in the early years have limited vocabulary and don't understand everything we say. It's important not to use too many words.

"I will promote "nonverbal communication" which involves the feelings expressed through facial expressions, tone of voice, eye contact and the way I move or I stand"

"I will actively promote positive behavior, which stems from children being empowered, valued and respect"

Ground rules

- Children should treat toys and equipment with respect.
- Children are not allowed in the kitchen unless I am in there as well.
- Children are not allowed to open the entrance.
- Children are not allowed to jump on the furniture.
- No kicking or try to damage furniture.
- No biting or hurting other children or staff
- No running inside the house as it could end on an accident.

Typical behaviors exhibited by children linked to their stage of development and key events in their lives

Every society has its rules and social boundaries, with behavior that is considered to be acceptable or unacceptable is not easy and we must remember it is important to accept different behaviors from children of different ages.

Child development refers to the biological and psychological and emotional changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy.

A child could behave in certain ways because they have emotional difficulties, or because some aspect of their development is delayed.

Factors that influence behavior

A child's behavior is affected by many factors; biological, social, emotional and environmental. Some of these are problematic with practical solutions (short-term). Others are more complex and need to be addressed by physicians or emotional health professionals (long-term).

- **Biological Factors**

Children's behavior is definitely affected by traits inherited from their parents. Although subject to change by outside influences, a child's personality, his likes and dislikes, and temperament are in place by the time he is a toddler.

- **Emotional Factors**

Emotional issues have an influence on children's behavior. If a child is diagnosed with ADD or ADHD, for example, his behavior may be erratic. Even the medication for ADD or ADHD can cause irritability and sadness. This may lead to a child withdrawing or acting out with inappropriate behavior.

- **Environmental Factors**

The home environment can influence children's behavior negatively or positively. In homes where there is frequent turmoil, a child may behave a certain way in reaction to the lack of security he/she feels. An unsafe school environment can cause similar behavior. Teasing and other bullying actions are often manifested by children who do not have secure home and/or school surroundings.

- **Parental/Home Factors**

Children's behavior is strongly influenced by factors such as physical, sexual and mental abuse suffered at the hands of parents or other family members. Children of abuse have strong chance of repeating the cycle of abuse when they are adults if they do not receive counseling or therapy. Children may not behave according to accepted norms if they act out of anger and depression resulting from what they have expected.

Typical behavioral characteristics and challenges from 1 and half years old until 3rd birth.

- **High energy levels**

Toddlers have lots of energy! This is a period of rapid motor growth. The child is learning to walk, run, climb, throw and feel himself.

- **Curiosity**

Toddlers are very interested in how the world works. The child wants to explore everything in her environment and test how people respond to her behavior.

- **Impulsivity**

Toddlers begin experiencing impulses and do not have control over them! They need guidance in areas such as safety, manners and empathy.

- **Frustration**

Toddlers only know how to use a limited number of words and may get frustrated because they cannot express themselves.

- **Tantrums**

We may see anger in the form of outbursts, typically called "tantrums", during this age. Outbursts peak from 16-24 months and then decline. Toddlers need extra help in calming down.

- **Independence**

Toddlers want to do things by them self. It is important to be patient and allow enough time for the child to practice everyday tasks such as getting dressed or feeding herself.

- “Mine”

Children can become extremely possessive at this age “mine” is a word we will hear often!

MOBILE PHONE, CAMERA AND ELECTRONIC POLICY

I accept that mobile phones are part of everyday life of parents, carers and my family.

I will ensure that when working with the children I will not use a mobile phone as it distracts from paying attention to the children in my care

I will however have my mobile phone on me at all times in the event of an emergency
If an urgent call is received then I will keep the conversation brief

Cameras and camera phones

Practical steps will be taken to ensure the use of camera will be managed sensitively

One of the key ways that I support's children development and engage parents in their children's learning is through taking and sharing photos of activities and achievements

I will always gain your written permission before taking photos

I will use a dedicated camera/or camera phone for taking images of minded children, this will be stored securely at all times

Photos that are transferred to my computer will be password protected

Photos will be printed or electronically sent to my PC and then deleted of the camera or camera phone as soon as possible

I will not distribute or publish any images of your child without your written permission

The use of any camera or camera phones by parents or visitors is prohibited in my setting.

My computer is protected with antivirus

I am registered with Information Commission Office – under the Data Protection Act
If you have any concerns, I will be happy to meet and discuss them with you.

The importance of the partnership with parents

Parents and primary carers are the most important people in young children's lives. It is from them that children will learn about their family cultures and religious beliefs. They are a child's first teachers and can powerfully influence a child's attitudes and a development.

I aim to work in partnership with parents to meet the needs of the children. All children and adults are treated with equal concern and are made to feel welcome in my home.

All parents have access to my policies and procedures, which detail how I run my setting.

Wherever possible I try to meet parent's requests for the care of their children according to their values and practices and preferences. Family customs and beliefs about dietary requirements, dress code, hair and skin care are respected.

I ask all parents to agree and sign written contract, a copy of which is given to parents. The contract is reviewed every 6 to 12 months.

Before the child is placed I ask all parents to complete an "All About me" form and share information about their child's development, needs, interests, likes and dislikes. I then use this information to provide care and activities which builds on the child's interests and developmental needs.

I will discuss with parents any particular medical /cultural /dietary /educational needs of the child and again a clear understanding of what I need to do for the child in this respect.

All children need a settling in period and the time scale for this will vary according to the child's needs. I ask parents to settle their child over a period of time, which I will negotiate with the parents to meet your child's specific needs.

I will notify all parents in advance when I am to be inspected so that parents can contribute their views to the inspector if they want to. I will ensure all parents have access to my latest Inspection report.

I keep parents regularly informed about their child's progress and activities through sharing the profile books, reviews and meetings. I ask parents to make their contributions to the child reviews and this helps to keep me updated on the child's progress and interests at home. I also informally share information when children are collected and dropped off.

When parents drop or pick up their child we will spend at least 5 minutes or more if needed on sharing essential information about the child. It is important to keep constant communication so we know about their behavior, worries and development.

Working in Partnership with other professionals / providers

I am totally committed to working in partnership with other providers/ professionals

Children' care and learning is best supported when all the adults who care for the child work together to meet their current needs and support them in their next steps.

I will always put the individual needs of children first when working alongside other professionals working with the child.

EYFS requirements –states “Providers must enable a regular two way flow of information with parents and / or carers and between providers”.

I will therefore endeavor to work in partnership with any other setting the child attends.

In order to do this I will require your permission to seek and share information from other settings such as key workers in playgroup, nurseries, another Childminder or school teachers etc.

The information I share will all be observations, assessments and reviews that I have already shared with you.

I am happy to be flexible to accommodate this discussion, for example, informal discussions when collecting your child, if appropriate by attending parent meetings, evening meetings, telephone conversations, by exchange of emails etc.

I am happy to work alongside other professionals such as speech and language therapist, SENCO's (Special Educational Needs Coordinators) to support the child's development.

I will also gain support from a range of other professionals based in Children's Centres to help me to provide a high quality service, e.g. Childminding team, Therapists, family support workers, health visitors, teachers, etc.

UNCOLLECTED CHILD PROCEDURE

As a registered Childminder I try to be flexible and accommodate parent's situation. I understand that sometimes there are situations when parents are late in collecting their child. However I do have responsibility under the EYFS to ensure children are safeguarded, therefore I will follow this procedure when parents fail to collect their child:

Contact parents first and then both emergency contact numbers

- I will reassure your child and will continue to safely look after the child.
- I will wait for a period of one hour
- I will then contact parents and emergency contact numbers again.
- If I am still unable to make contact with parents or emergency contact after a period of 2 hours I will contact Children's Social Care and/ or Police. I will follow any advice that they give to me and make records.

If you have any concerns regarding this uncollected child procedure, please do not hesitate to contact me.

KEEPING CHILDREN SAFE

- Children will only be realized to individuals who have been authorized.
- I will ensure children do not leave the premises unsupervised.
- I will take steps to ensure unauthorized person are prevented from entering the premises.
- I will make sure children are supervised at all times and within sight / or hearing.
- All adults over the age of 16yrs will have a recent and clean enhanced Criminal Records (CRB) check

I will request written permission for outings; I will complete a risk assessment prior to the outing.

Accidents, Incidents & Pre-existing Injuries and Illnesses

An accident is not expected or planned, and is not caused deliberately.
Accidents can be prevented, or at least their effects can be limited.

It is my responsibility to provide a safe environment for your child and the health and safety matters concerning my premises.

If your child suffers an accident, incidents or illness while in my care, I will act *in loco parentis*:

- 1) I will ensure that your child is given the appropriate care and treatment
- 2) I will call the emergency contact for parents to inform them of the incident
- 3) I will keep detailed records of any action taken on the Injury Record Form (PACEY Accident, Injury & Medication Folder)
- 4) I will request parents'/carers' signatures on these records

I will inform Ofsted if there is any serious accident or injury that happens to a child under my care.

There is a First Aid box at my home and I take a First Aid box on all outings. I have a valid First Aid qualification, as do my assistants. My First Aid certificates will be renewed on: **January 2020**

I can administer basic first-aid treatment, and my first-aid box is clearly labeled and easily accessible.

You must tell me if your child has sustained an injury out of my care so that I can log it and both sign and date the record.

I will request written parental permission to seek medical treatment in an emergency.

I aim to:

- *Prevent accidents, injuries and eliminate hazardous situations.
- *Achieve a high standard of occupational health, safety, welfare and hygiene.
- *Control situations likely to be hazardous to health and safety in my premises or cause damage to persons or equipment.
- *Provide a safe and healthy environment.

Procedures

In case of an emergency the actions I will take are:

- I will ensure that your child receives necessary emergency police, medical, social or emotional care required.
- I will reassure the injured child while making sure that the other children on my care are safe.
- If possible, I will deal with the accident. If not, I will ring 999 or 112 for an ambulance
- If I have to accompany or take a child to a hospital, I will either take the other children with me.
- All accidents and any incidents are recorded in the *Accident Report Book*.
- All accidents are accurately notified to the parent as soon as possible.

ILLNESS/MEDICATION POLICY

If a child in my care becomes unwell I will contact parents/carers and ask that they make arrangements to collect your child as soon as possible. Whilst waiting for collection I will make the child comfortable.

If I am unable to contact parents I will call the child's doctor/GP/Hospital and seek advice from them.

- I would ask that any child who is unwell or has an infectious disease is not brought to my setting until they are well and the infectious period has passed e.g. 48 hours if they have vomiting and diarrhea.
- Parents will be asked to inform me of any illnesses or ailments of their child that may affect other children I care for and alternative caring arrangements for the child should be made, unless the illness is minor cough or cold or unless agreed otherwise at the time.
- If a child in my care gets a temperature higher than 38c. I will contact parents immediately for their children to be picked up, as **I am not allowed to administer Calpol** or any other medicine without prescription from the doctor; I will also contact their doctor for immediate advice in case parents are not able to arrive in the next half an hour.
- If for any reason I suggested to get medical advice for your child, I will need a letter from the doctor which approves the attendance of the child at my premises.
- I will inform Ofsted of any infectious disease on the noticeable Diseases list contracted by any child in my care.
- I will inform Ofsted of actions that I have been advised to take by the Health Protection.
- I will promote hand washing before eating or handling food and after using toilet.
- When a parent brings any prescribed medication to my care it must be in its original packaging and clearly named before handing it to me.
- All medication brought by the parent will be recorded on a medication form and the parent will sign to allow consent.
- Medication will be stored in a cupboard or a fridge out of reach of children.
- All medication will be returned to the parent at the end of the day unless there is a repeated dosage and the parent has duplicate medication at home.
- I will ask for prior parental consent to administer any medication to child.
- It is important to know the purpose of the medication.

PROMOTING GOOD HEALTH

- I will follow basic standards of hygiene in the home and encourage children to do the same. I will promote good personal hygiene through:
 - Encouraging children to wash hands when dirty, after using the toilet and before each meal
 - Washing hands prior to food preparation and after any contact with raw meat
 - Each child having their own towel to use or a baby wipe being used for only one child and then thrown away
 - Encouraging children to put their hands or a tissue in front of their mouths when coughing or sneezing
 - Providing a stool in toilet
 - Providing a potty if required and ensuring the potty is cleaned after each use
 - Explaining why hygiene is important
 - Inform parents of any illnesses and ailments in the home that may affect their child or them so that alternative arrangements can be made if they wish.

CONFIDENTIALITY AND DATA PROTECTION

Children and their families have a legal right to privacy.

The Data Protection Act (1998) is designed to prevent confidential and personal information being passed on without a person's consent.

Procedures

All personal data will:

- Be kept securely from unauthorized access, accidental loss or destruction.
- Personal information is not disclosed either orally or in writing, accidentally or otherwise to any unauthorized third part.
- If it is computerized, it will be password protected, or kept only on disk which is itself kept securely.
- I will keep confidential records on children for a period of at least 3 years.

There are only two sets of circumstances in which confidentiality can be breached:

1. If parents have given permission for me to pass on information.
2. If is essential to do so in the best interest of a child, for example, safeguarding or medical emergency.

RECORD KEEPING

I will maintain records whenever there is a concern that might indicate possible abuse or neglect. This includes physical presentation on the child's body, change in behavior, statements or drawings from the child, and any concerns around parental behavior or non-attendance.

Records will include specific and objective accounts

- The date, year and time of the incident
- The name, date of birth and address of the child (ren) involved
- What I saw
- Recording exact records of the actual words of the child (ren)
- Recording exact records of my response
- My interpretation of the above
- Action taken

INFORMATION SHARING

I will in accordance with the legal requirements of the EYFS maintain records and obtain and share information with parents and carers, other professionals working with the child, and the police, social services and Ofsted as appropriate. Whenever I am concerned about a child's welfare, it is my legal duty and responsibility to share my concerns with the appropriate authorities, and I do not require parent's or carers' permission to do so.

I will in accordance with EYFS notify Ofsted of:

- Any change of premises;
- Any person aged 16 years or older living or working on my premises;
- Any changes in the hours during which child care is provided or if I provide overnight care;
- Any significant event
- Any serious accident, illness to, or death of, any child while in my care, and any action taken;
- Any cases of food poisoning affecting two or more children
- Any allegation serious harm or abuse by any person, working, or looking after children on my premises

DEFINITION OF ABUSE

There are many different types of abuse. Children can be abused by an adult's direct actions (e.g. hitting a child) or because of an adult's inactions (e.g. not feeding or bathing a child) and even by an adult's indirect actions (e.g. domestic violence, addiction, etc.)

Children can be abused by men and women, as well as by other young people or children.

Children's Social Care will be notified if any professional suspects that a child is either suffering, or at risk of suffering, significant harm.

Significant harm may constitute a single traumatic event or a buildup of concerns or series of incidents over time. The law recognizes the following categories of abuse under the Children Act (1989):

- Physical abuse
- Neglect
- Sexual abuse
- Emotional abuse

It is important to note, however, that these types of abuse are more typically found in combination than one alone. Abuse can have long-lasting traumatic affects which may damage children's development physical and emotional.

- Physical abuse

Physical abuse can occur when an adult injures a child by hitting, shaking, using excessive force, burning with cigarettes or giving a child something that could harm them.

Example:

- Alcohol
- Drugs

Smacking

There is a very fine line between, in order to discipline a child, and physical abuse.

A gentle smack on the hand could be considered acceptable by some people, whereas hitting a child with an object would be regarded as a criminal offence.

At the present time, parents can still use "reasonable chastisement" to discipline their child.

However all members of the NCMA agree as part of the NCMA's Quality Standards, that they will not "slap, smack, shake or humiliate" a child and it is against the law for any children practitioner.

Signs of physical abuse

Consider the possibility of physical abuse when the child:

- ✓ Has unexplained burns, bites, bruises, broken bones, black eyes
- ✓ Has fading bruises or other marks noticeable after an absence from school
- ✓ Seems frightened of the parents and protests or cries when it is time to go home
- ✓ Shrinks at the approach of adults
- ✓ Reports injury by parent or another adult caregiver

Consider the possibility of physical abuse when the parent or the parent or other adult caregiver:

- ✓ Offers conflicting, unconvincing, or no explanation for the child's injury
- ✓ Describes the child as "evil," or in some other very negative way
- ✓ Uses harsh physical discipline with the child
- ✓ Has a history of abuse as a child
- Neglect

It means abandon, when a child does not receive the appropriate care needed to grow and develop.

Signs of neglect

Consider the possibility of neglect when the child:

- ✓ Is frequently absent from school
- ✓ Begs or steal food or money
- ✓ Lacks needed medical or dental care, immunizations, or glasses
- ✓ Is consistently dirty and has severe body odor
- ✓ Lacks sufficient clothing for the weather
- ✓ Abuses alcohol or other drugs
- ✓ States that there is no one at home to provide care

Consider the possibility of neglect when the parent or other adult caregiver:

- ✓ Appears to be indifferent to the child
- ✓ Seems apathetic or depressed
- ✓ Behaves irrationally or in bizarre manner
- ✓ Is abusing alcohol or other drugs

- Sexual abuse

Child sexual abuse is when someone uses a child for his or her own sexual pleasure and gratification.

Sexual abuse includes:

- ✓ sexual touching of any part of the body, clothed or unclothed, including an object
- ✓ all penetrative sex, including penetration of the mouth with an object or part of the body
- ✓ encouraging a child to engage in sexual activity, including sexual acts with someone else, or making a child strip or masturbate
- ✓ intentionally engaging in sexual activity in front of a child or not taking proper measures to prevent a child being exposed to sexual activity by others
- ✓ meeting a child following sexual grooming, or preparation with the intention of abusing, them
- ✓ taking, making, permitting to take, distributing, showing or advertising indecent images of children
- ✓ paying for sexual services of a child or encouraging them into prostitution or pornography
- ✓ showing a child images of sexual activity including photographs, videos or via webcams

Signs of sexual abuse, Consider the possibility of sexual abuse when the child:

- ✓ Has difficulty walking or sitting
- ✓ Suddenly refuses to change for gym or participate in physical activities
- ✓ Reports nightmares or bedwetting
- ✓ Experiences a sudden change in appetite
- ✓ Demonstrates bizarre, sophisticated, or unusual knowledge behavior
- ✓ Becomes pregnant or contracts a venereal disease, particularly if under age 14
- ✓ Runs away
- ✓ Reports sexual abuse by parent or another caregiver

Consider the possibility of sexual abuse when the parent or other caregiver:

- ✓ Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex
- ✓ Is secretive and isolated
- ✓ Is jealous or controlling with family members

- Emotional / psychological abuse

When an adult fails to show a child love and affection, the child will lose confidence and can become withdrawn and nervous. In the same way, continually threatening, verbally abusing or shouting at a child can have long term damaging effects.

Signs of emotional abuse

Consider the possibility of emotional abuse when the child:

- ✓ Shows extremes behavior, such as overly complaint or demanding behavior, extreme passivity, or aggression
- ✓ Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)
- ✓ Is delayed in physical or emotional development
- ✓ Has attempted suicide
- ✓ Reports a lack of attachment to the parent

Consider the possibility of emotional abuse when the parent or the child giver:

- ✓ Constantly blames, belittles, or berates the child
- ✓ Is unconcerned about the child and refuses to consider offers of help for the child's problems
- ✓ Overtly rejects the child

Signs and symptoms of child abuse or neglect

The child:

- ✓ Shows sudden changes in behavior or school performance
- ✓ Has not received help for physical or medical problems brought to the parents' attention
- ✓ Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes
- ✓ Is always watchful, as though preparing for something bad to happen
- ✓ Lacks adult supervision
- ✓ Is overly complaint, passive, or withdrawn
- ✓ Comes to school or other activities early, stays late, and does not want to go home

The Parent:

- ✓ Shows little concern for the child
- ✓ Denies the existence of – or blames the child for – the child's problems in school or at home
- ✓ Asks teachers or the caregivers to use harsh physical discipline if the child misbehaves
- ✓ Sees the child as entirely bad, worthless, or burdensome
- ✓ Demands a level of physical or academic performance the child cannot achieve
- ✓ Looks primarily to the child for care, attention, and satisfaction of emotional needs

The Parent and Child

- ✓ Rarely touch or look at each other
- ✓ Consider their relationship entirely negative
- ✓ State that they do not like each other

PROCEDURE FOR A LOST CHILD

Prevention when in the home

- Main door will be locked.

Prevention when out of the home

- I will follow the Outing Procedure
- I will encourage children to understand the need to be close to me at all times during outings.
- I will encourage children not to speak to strangers unless I am also with them.
- If I am on ad hoc outing, if feel it suitable, I will put wristbands with my mobile number on children's wrists.

If a child is lost

- For each particular outing, I will recommend to each child what they should do if they are lost, in general the approach will be:
 - 1- To shout for me and look around without moving too far away
 - 2- To find someone that they know, or someone that works at the place we are visiting and to ask for help;
 - 3- Not to get to anyone's car;
 - 4- Not to walk off with anyone to a place where no-one else is;
- If I discover that a child is lost I will immediately make a search of the area.
- I will then alert staff/security staff if applicable.
- If I am still unsuccessful at finding the child I will alert the police and as soon as practical, contact the parent.
- At a suitable time I will make a report of the incident.

EQUAL OPPORTUNITIES

I believe that all children have a right to a warm, loving, caring, safe and stimulating environment, which respects the diversity of cultures and individuality.

I aim to provide an environment that is inclusive and free from discrimination so that the children of all abilities and backgrounds can have access to rich and stimulating experiences. All play activities must reflect non-sexist and non-racist attitudes.

I will provide equal chances for each child to develop to their full potential, taking into account each child's age and stage of development.

I believe that all children should be valued and respected as individuals.

Children have the right to grow and learn in an environment that is free from prejudice and discrimination.

Procedures

I aim to achieve this by:

- Treating all individuals with courtesy and respect
- Providing positive role models
- Challenging discriminatory remarks, behavior and practice
- Ensuring that no form of intimidation, bullying or harassment is tolerated

SUPPORTING EQUALTY AND INCLUSION

The "United Nations Convention on the Rights of the Child" gives children and young people under the age of 18 their own rights. The 54 articles state that all children must be shown respect and that their well-being is the principal factor.

Treating children as individuals is not the same as treating all children in the same way.

Children from very young age learn about different races and cultures, and will be capable of assigning different values to them.

No child in my care will be discriminated against in anyway, whether for their culture, gender, ability or religion and making distinctions between male and female roles.

I aim to provide practices that will enable children to develop positive attitudes for differences of race, culture, language, age and gender.

All children in my care are given the opportunity to play with all the toys (subject to health and safety with children under 3 years of age). No toys are just for girls or just for boys. I encourage the children in my care to learn more about their own culture and to find out about the culture and religions of other children. We do this in a fun way through sharing books, cooking and eating food from around the world and celebrating special festivals.

I encourage parents to share with us any festivals, special occasions which may enhance the children's learning and understanding.

Every child will be respected as an individual.

The importance of play to children's learning and development and the need for an inclusive approach.

The importance of play to youngsters should not be underestimated.

Play is an essential part of growing up and researchers believe it's critical to ensure children reach their full potential in life. Play helps children learn about the world in which they live. They can investigate and discover, test their theories, spatial relationships, explore cause and effect, societal roles and family values.

Play should come spontaneously from the child's own interests and motivations. Play builds social skills, self-esteem and provides the opportunity for children to work out their feelings.

***Everyday domestic routines and household items**

There are many things around the home, and routine things that will help children of all ages develop through play.

Routine activity	Possible learning opportunities
Breakfast time	Independence, self-help skills, decision making. Physical skills (fine motor and coordination) Language - vocabulary
Helping to tidy up	Developing an understanding of 'house rules' - emotional and social Developing an understanding of caring for equipment and toys – social
Washing hands and face	Developing and understanding of good hygiene practices – personal, physical, social and cognitive
Putting shopping away	Counting, sorting, matching – cognitive Recognizing different shapes and colors
Watering plants	Having fun – emotional

***Learning about children by observing them play**

Children are sometimes spontaneous, sometimes reserved; joyful now, sad later; friendly and reserved; competent and naïve; talkative and quiet. To be childlike is to experience an almost unpredictable array of discoveries, emotions, and levels of energy. Children are unique and complex and thus often difficult to comprehend. And they do not readily engage us in dialogue in order to explain the reasons for their caprice as they explore the world that surrounds them.

In order to comprehend children we must begin by observing them as they play.

*If I watch the children playing, I can discover their interests.

*By observing children, I can assess their developmental levels.

*I look to see what strategies children use to obtain their goals.

*Observing children helps me know what skills the children need to practice.

*When I observe children at play, I learn a lot about their personalities.

ROUTINE:

The routines I provide will depend upon the number of children I look after, their ages and how long I look after them as if the weather allowed us to be indoors or outdoors.

I will meet children's needs by:

- The atmosphere will be relaxed and unhurried pace.
- They will have plenty of time for play
- I will comply with parent's wishes as far as possible
- I will involve children in deciding what to do next

How routine will be adapted

ROUTINE

08:30 – 09:00 Arrivals

10:00 - Breakfast time

A calm, happy, talkative and social experience; aiming to develop: social skills as well as developing personal hygiene skills.

I provide variety and choice of food – and develop healthy eating habits such as plenty of fruit and vegetables. I aim to be super healthy and also educate children's palates to enjoy natural, healthy flavours & food.

11:00 - Outdoor free play

During summer months this may extend for longer hours. During extremely bad weather days, I will decide how long the children stay outside or if we should stay indoors.

12:30 pm –Nap time

2:30 – Lunchtime

A calm, happy, talkative and social experience; aiming to develop: social skills as well as developing personal hygiene skills.

3:30 – Indoor play

17:00 Snack time

Some Children start going home at 17:00.

17:30 – 18:00

Children probably want to listen to a story, sing songs or play table games while waiting to be picked up.

ACTIVITIES

Every week children will be focused in certain activities and as a result I will produce an observation that explains how your child has developed on that activity and why is that important for their early years learning path.

That observation also includes a suggestion for the next step to continue that development.

All children participate in all activities during the day, but I will focus on different activities per child every week.

There are 7 main activities which we do through out the day; all activities have an Objective, Resources we use to make that activity happen, Learning intention and a link with the development with the Early Years Foundation Stage.

- **FREE PLAY**

Objective: To allow children to decide what they want to play with and to develop their own imagination and decision making.

Resources: All toys in the setting. I have a variety of toys to help the development of early years children; for example:

Building blocks, cars (all sizes), musical instruments, outfits for dressing up, soft toys, a play kitchen facility, different animals, puzzles (wooden ones), different size balls, cooking, doctors instruments and building tools, books, dolls, train tracks and trains, cards, full and empty boxes, treasure baskets filled with: textiles, characters, everyday useful items, etc.

Learning Intentions: Building, making choices, making sounds, dressing up, pretend play, learn to play safely, respecting toys and friends, use of one handed tool, sharing (e.g. learn to wait for his/her turn), vocabulary (e.g. "could I have this/that please"), beginning to understand simple concepts (e.g. big and small, inside and outside).

EYFS: Making relationships, managing feelings and behaviour, moving and handling, speaking and understanding, shape space and measure, understanding the world and being imaginative.

- **SINGING AND DANCING**

Objective: To help children gain confidence and ease in expressing themselves but also associate words with melodies.

Resources: Recorder music, bubbles, musical instruments, body and nursery songs.

Learning Intentions: Become aware of body parts, build confidence in body movements (e.g. right, left, up, down), learning the numbers, alphabet, animal's noises and names as well as developing vocabulary.

EYFS: Self-confidence and self-awareness, managing feelings and behaviour, moving and handling, listening and attention, speaking, understanding technology and exploring and using media and materials

- **STORY TELLING**

Objective: To promote an early interest in books and encourage children to sit down, listen, understand and keep focus.

Resources: Books, library, puppets, narration, movies.

Learning Intentions: Listening, promote imagination, develop a vocabulary, thinking of numbers, looking at colors, joining in a group, develop a sense of choice and maintain a focus.

EYFS: Managing feelings and behavior, listening and attention, understanding, reading, understanding people and communities, exploring and using media and materials whilst being imaginative.

- **ARTS AND CRAFTS**

Objective: To promote in children the use of craft tools, hand coordination, expressing themselves, being imaginative and resourceful.

Resources: Pencils, paper, 'play-doh', 'play-doh' tools, scissors, glue, paint, stickers, ink, crayons.

Learning Intentions: Use of one handed tool, show control of using a tool, recognition of colours, textures, rolling, shapes, space and measure, development of imagination, making marks.

EYFS: Self-confidence and self-awareness, moving and handling, understanding, writing, understanding the world and being imaginative.

- **MESSY PLAY**

Objective: To allow children to explore different textures freely.

Resources: Water, sand, flour, shaving foam, sponges.

Learning Intentions: Handling their behaviour, cleanliness, experiencing new things, being imaginative and creative.

EYFS: Making relationships, managing feelings and behaviour, health and self-care, understanding, shape, space and measure, understanding the world and being imaginative

- **OUTDOOR ACTIVITIES**

Objective: To allow children to explore, learn how to behave in different environments and become outgoing and social.

Resources: Park, library, shops, cemetery, church, mini prams, balls, food, water.

Learning Intentions: Getting dressed, sit down and wait for their turn, hold hands, safe crossing of roads (e.g. green/red man), walk and stay together, respect of environment, listening and attention, sharing toys we take, aware of dogs and strangers, self-awareness, moving and handling.

EYFS: Making relationships, managing feelings and behavior, health and self-care, listening and attention, shape, space and measure, understanding the world, exploring and using media and materials.

- **MEAL TIMES**

Objective: To learn how to sit down together; promote and learn good manners and healthy eating.

Resources: Chairs, table, cutlery, cups, plates, napkins, cleaning flannels and food... of course!

Learning Intentions: Good manners, waiting turns, using cup and cutlery, self-feeding, not jumping about, listening, health and self-care, vocabulary (e.g. "could I have more please") and to understand the variety of food.

EYFS: self-confidence and self-awareness, moving and handling, health and self-care, understanding the world and people and communities.

MENU

<u>COOKING INGREDIENTS</u> Flour Butter Milk Olive oil Curry powder Daram masala powder Paprika Bread crumbs Parsley Coriander Thyme Bay leaves Onions, (red or white) Garlic	<u>PROTEINS</u> Eggs Mince Lamb or Mince Beef Fish Chicken Cheese Sausages Ham Bacon	<u>VEGETABLES</u> Courgettes Mushrooms Broccoli Cabbage Cauliflower Carrots Potatoes Aubergine Spinach Tomatoes Leeks Spring onions Beetroot Corn
<u>FRUIT</u> Pineapple Grapes Strawberries Oranges Satsuma Bananas Kiwi Limes Lemons Apples	<u>SNACKS</u> Rice Cakes Toast Yogurt Hummus	<u>CARBOIDRATES & FIBRE</u> Bread Rice Pasta Oats

MOST COMON DISHES THAT I PREPARE FOR THE CHILDREN

Porridge Omelettes (mixed with different vegetables) Banana and carrot muffins Mushroom and bacon with cheese sauce Shepherd's pie Sausage and mash Broccoli, Cabbage, or cauliflower gratin Chicken broth with mix vegetables Mixed Vegetables and Sausages casserole	Fish cakes Courgette polpette Corn on the cob Mushroom soup Carrot soup Lentil soup Vegetable soup Leek and potato soup Roasted potatoes Mix vegetables risotto	Chicken fajitas Spaghetti Bolognese Lasagne Tuna and tomato pasta Macaroni cheese Lentils and Bacon pie Pesto Pasta Linguini Carbonara Rice/ cous cous and mix vegis
--	--	--

WATER IS AVAILABLE ALL DAY LONG

POLICY OUTINGS

- Parental consent will be gained for all regular outings, which may include Playgroup, Park, Museum, Swimming pool, *Additional regular outings will be notified of an agreement from the parent gained.*

- From time to time children will be taken on ad hoc outings; parental consent will be sought prior to these outings taking place.
- A risk assessment of each outing will take place prior to the outing, if deemed appropriate.
- Children will be told of the outing prior to leaving the house and will be encouraged to take an active role in preparing for the outing.
- Appropriate food and drink will be taken on all outings.
- A first aid kit will be taken on all outings.
- Contact numbers will be taken out for each outing.
- Children will be supervised at all times when on outings.
- When out and about younger children will be in a pushchair or carried. Young children will be in a push chair, carried, on a buggy board or holding hands/ the push chair. Older children will take alongside the pushchair. A discussion will take place with the parent to agree which method is most suitable and whether reins or wristbands need to be used.
- When crossing the road, on a regular basis children will be encouraged to discuss whether it is safe to cross and whether they can see or hear any moving cars.
- If clear boundaries and limitations are agreed with parents, older children will from to time be encouraged and trusted to go short distances away from me in order for them to become more independent.

Outdoor activities:

Some places we go out are: New River Path, The Beauvoir square and Northampton park triangle or sometimes we go to the Postal museum which is only one bus ride (38) and back.

New River Path	Canonbury just after the Overground station	A walk along the New River which is a manmade channel dug in the early 17 th century to bring clean water into London.	Open every day	Activities include: Feeding the ducks, finding turtles and frogs, enjoy the view surrounded by nature.
The Beauvoir square		De Beauvoir Square is a classically laid out garden square and is protected under the London Squares Preservation Act of 1931. The square consists of beautiful rose beds and lawn areas as well as a children's play area, and it's host to a number of small neighbourhood events.	Open every day	Activities include: Playground, chalk painting, bubbles games and picnics.
The Curve Garden	Dalston	A green oasis for everyone to enjoy in the heart of busy Dalston. Open 7 days a week, 12 months a year, with a full programmed of creative, cultural and volunteering activities	Open every day	Activities include: Contact with nature, Lots of people donate outdoor toys so every child is welcome to use them. Play with other children.
Clissold Park	Stoke Newington	One of Hackney's best loved traditional parks, Clissold Park was opened in 1889 and has held a Green Flag award since 2006. Green Flags are awarded annually to the best green spaces in the country. Clissold Park and House were renovated in 2011 as part of an £8.9 million Heritage Lottery Fund restoration project.	Open every day	Activities include: Playground, feeding ducks and look at the animals, walking around, chalk painting, bubbles games and picnics.
Dalston C.L.R James	Dalston	Dalston C.L.R James, the first new Council library to be built in Hackney for over 20 years is set to open its doors on 23 January.	9am to 8pm Monday to Friday, 9am to 5pm on Saturday and 1pm-5pm on Sunday.	Activities: Under 5's Storytime and Rhyme time 11am – 12pm

EMERGENCY EVACUATION PROCEDURE

On discovering a fire:

- First priority will be the safe evacuation of children.
- I will evacuate the house from the main or back entrance depending where the fire is.
- I will only tackle small fires myself using the appropriate fire appliances and where there is no risk to anyone on my care.
- Doors will be kept easily accessible
- I will telephone the fire brigade if necessary.
- On evacuating the house I will act calmly and quietly to avoid alarming / scaring the children which may result in accidents, provide reassurance.
- I will not enter the building until informed it is safe to do so by the fire brigade.

Reducing the risk of fire

- A BS EN safety fire blanket will be kept in the kitchen.

Reducing the risk of fire

- Smoke alarms are fitted and will be tested regularly.
- I will keep all fire exits accessible at all times
- The escape route plan will be reviewed regularly to ensure it remains suitable.
- I will regularly practice the fire drill with everyone in the household and explain to all children what to do in the case of a fire.
- I will keep records of the fire drills with the children.

s

British Values Policy

In looking after the children whose care my staff and I have been entrusted with, we will always endeavor to promote and install the values of Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance.

Democracy:

My staff and I will encourage the children to reach decisions together by giving everyone a voice of equal value, and encourage them to ask questions and voice individual and varied opinions. We will use a range of methods to help them see democracy working in action, for example, when appropriate, asking the children to vote on a decision, such as which game to play or whether to go to the park or the library.

We will offer the children activities that involve sharing, turn taking and decision making, and demonstrate that democracy works, and how, by supporting the decisions the children make together.

Rule of Law:

My staff and I will work together with the children to create and implement a set of rules and a code of behavior that they can all comprehend and follow. For example, the children will understand that they should work together to tidy the toys away before sitting down for breakfast or lunch, that the older children need to take extra care around the younger ones, who are less responsible for their actions and more vulnerable to harm, and that it is polite to say 'please' whenever they want something and 'thank you' whenever they get it.

We will ensure that the children understand the difference between right and wrong and that their actions have consequences, and that acting in a proper and considerate manner is of benefit to everyone.

Individual liberty

My staff and I will work to help the children develop a healthy sense of individuality, self-worth and self-confidence. We will try to promote their belief in themselves and their abilities by encouraging them to take creative and physical risks, such as encouraging them to draw and colour in a different way to their friends or to their previous efforts, by encouraging them to have a go on a piece of playground equipment they have never used before, or by asking them to talk about their experience of these activities and celebrating any differences in opinion.

We will arrange activities in which a range of feelings and responses are likely to arise, discuss these as a group and ensure the children understand the validity and value of opinions different to their own.

Mutual respect and tolerance

My staff and I will create an environment and ethos for the children in which the understanding and respect of others is central, regardless of race, faith or culture.

Alongside the promotion and celebration of diverse view and opinions, and the provision of culturally diverse food and books, we will endeavor to promote the values of mutual respect and tolerance in all day-to-day activities.

This could include talking to the children in a language other than English, encouraging them to talk about what they have been doing with their families with a focus on any religious, ethnic or cultural activities that are different to the experiences of other children in the group, or supporting the boys if they decide to wear women's clothes and accessories from the fancy dress box, and girls if they do the same with men's' clothes.

We will also ensure that there is no place for any stereotypes or intolerances based on gender, race or religion, and that any words or actions that go against the British values discussed above, whether from children, parents or staff, are challenged.

Prevent Duty Policy

My staff and I will always seek to protect children from the threat of terrorism in much the same way as we do from all other forms of harm, such as neglect or abuse.

We will be aware of the nature of the threat and the forms it takes, and alert to any signs of it, such as relevant changes in the Behaviour of the children or their family members.

This will not involve any undue intrusion into their family lives, but should any behavior of concern be observed then we will take the appropriate action.

The relationship and engagement we have with the families of the children we care for will help this process.

The promotion of the British Values as outlined in our British Values Policy, including the fostering of tolerance and of independent thinking and learning, forms an important part of protecting children from being drawn into extremism and terrorism.