



# Haxby Playgroups Policies




*Updated 2026*



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## Achieving Positive Behaviour

### **Policy Statement**

Haxby Playgroup 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. This policy is underpinned by the Early Years Foundation Stage (EYFS) 2025, which requires settings to support children's self-regulation, emotional wellbeing and positive behaviour through nurturing, consistent practice.

Children need to learn to consider the views and feelings, needs and rights of others, and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and positive role modelling. The principles that underpin how we achieve positive and considerate behaviour are embedded within our programme for promoting personal, social and emotional development (PSED).

### **Procedures**

We have a named person (Behaviour Coordinator), Liz Radford, who has overall responsibility for our programme for supporting personal, social and emotional development, including behaviour management, in line with EYFS 2025 requirements.

We require the named person to:

- keep up to date with legislation, research and guidance on promoting positive behaviour and supporting children whose behaviour may indicate additional needs
- access relevant sources of expertise to support staff and children
- ensure that all staff receive appropriate training on positive behaviour support and self-regulation, and that records of staff training are maintained

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 ensure all new staff, students and volunteers are familiar with this policy as part of induction. We expect all members of the setting – children, parents, staff, volunteers and students – to follow these guidelines consistently. We work in partnership with parents, sharing information about children's behaviour through the Key Person system and working together to support recurring concerns using observation and agreed strategies.

## **Strategies for Supporting Children with Inconsiderate Behaviour**

All staff use positive behaviour support strategies that are appropriate to the child's age and stage of development. Strategies include acknowledging feelings, explaining why certain behaviour is not acceptable, and supporting children to regulate their emotions and develop alternative responses.

- We ensure sufficient resources and activities are available to reduce unnecessary conflict.
- We acknowledge and reinforce considerate behaviour such as kindness, cooperation and sharing.
- We support children's self-esteem, confidence and sense of belonging.
- We avoid giving attention only in response to negative behaviour.
- We help children understand the impact of their actions and support them to make positive choices.
- We do not use exclusionary practices, including sending children out of the room alone, 'naughty chairs' or 'time out' that isolates a child from the group.
- We do not use physical or corporal punishment, threats, humiliation or intimidation, in line with EYFS 2025 safeguarding and welfare requirements.
- Physical intervention may only be used to prevent injury to a child or adult or serious damage to property and must be proportionate and recorded. Any incident involving physical intervention is reported to the manager, recorded in the child's file, and shared with parents on the same day.
- In cases of serious behaviour, including discriminatory or abusive behaviour, we address this immediately through explanation and support rather than blame.
- Staff do not shout or raise their voices in a threatening manner.

## **Rough and Tumble Play and Fantasy Aggression**

Young children may engage in play with aggressive themes, such as superheroes or weapons. This type of play is recognised as developmentally normal and does not necessarily indicate aggressive intent.

- We recognise that rough and tumble play is acceptable within clear boundaries.
- We agree limits with children to ensure play remains safe and inclusive.
- We use fantasy play as an opportunity to explore emotions, right and wrong, empathy and problem-solving.
- Staff tune into play and use teachable moments to model alternative strategies and conflict resolution.

## **Hurtful Behaviour**

We take hurtful behaviour seriously. For children under five, hurtful behaviour is usually spontaneous and linked to emotional regulation rather than deliberate intent. We do not label such behaviour as bullying. We recognise that young children need adult support to manage intense emotions.

- Staff help children calm down, feel safe, and return to a regulated state.
- We do not use punitive approaches, as these can escalate distress.
- Pre-verbal children are comforted through appropriate physical reassurance.
- Verbal children are supported to talk about what happened at a level they can understand.
- We help children name feelings and understand the connection between actions and emotions.
- We support empathy by helping children understand how others feel.
- We encourage pro-social behaviour and problem-solving.
- We understand that skills such as sharing and turn-taking develop over time and require repetition and support.
- We model positive behaviour and use stories, role play and activities to build social skills.
- We encourage apologies only when they are meaningful and genuine.

## **When Behaviour Is a Cause for Concern**

When behaviour causes concern for the child or others, this is discussed between the Key Person, Behaviour Coordinator, SENCO, and Manager. Adjustments to practice are agreed, taking account of influencing factors such as changes at home, illness or additional needs. If behaviour continues:

- The Key Person works with parents to identify possible causes and next steps.
- The SENCO may recommend a focused intervention, including My Agreed Outcomes.
- Strategies are shared with all staff, monitored and reviewed regularly.
- If behaviour remains a significant concern, parents are invited to a meeting to discuss external support and referrals, which may include a Family Early Help Assessment (FEHA).

## **Bullying**

We take bullying very seriously. Bullying is defined as persistent, intentional behaviour aimed at causing distress, and is more commonly associated with older children.

- We listen to and support children who have been bullied.
- We intervene immediately to stop bullying behaviour.
- We explain why the behaviour is unacceptable.

Haxby Playgroups CIO

- We reassure and support affected children.
- We help the child responsible understand the impact of their actions.
- We do not label children as 'bullies'.
- We work in partnership with parents of all children involved.

**Reviewed and updated February 2026**

## Administering Medicines

### **Policy Statement**

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining children's health and wellbeing or when they are recovering from an illness.

In many cases, it is possible for children's GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure there are no adverse effects and to allow the medication time to take effect.

The key person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parental consent has been provided electronically, that medicines are stored correctly, and that records are completed in line with procedures. In the absence of the key person, the manager or deputy manager is responsible for overseeing the administration of medication.

### **Procedures**

- Children taking prescribed medication must be well enough to attend the setting.
- We usually only administer medication that has been prescribed for a child by a doctor or other medically qualified professional. Medication must be in date and prescribed for the child's current condition.
- Non-prescription medication, such as pain or fever relief (e.g. children's paracetamol) and teething gel, may be administered only where there is a clear health reason and with prior electronic consent from the parent via the Family App. Children under 16 years must never be given medicines containing aspirin unless prescribed specifically for that child by a doctor.
- In exceptional circumstances, children's paracetamol may be administered with verbal parental consent in the case of a high temperature where a parent or named person is on their way to collect the child. This is recorded and followed up with electronic confirmation via the Family App.
- Children's medicines are stored in their original containers, clearly labelled, and kept inaccessible to children. On receipt of medication, staff check that it is in date and prescribed for the current condition.

- Parents must provide written authorisation electronically via the Family App before any medication is administered. The electronic consent includes:
  - the full name of the child;
  - the name of the medication and dosage;
  - who prescribed it (if applicable);
  - times to be given in the setting;
  - the method of administration;
  - the medication expiry date;
  - the parent's name, consent confirmation, and date.
- No medication may be administered without this information.

### **Recording Medication**

- Practitioners will create a digital form in the child's profile under the Safeguarding section, detailing the medicine, dosage, and frequency, which both parents and staff must then acknowledge for the record to become active, staff will then administer medication, parents are informed of medication administration via the Family App and are asked to acknowledge this electronically. The administration of medication is recorded accurately each time it is given.
- If administering prescribed medication requires medical knowledge, appropriate individual training is obtained from a health professional. Where rectal diazepam is administered, another member of staff must be present and co-sign the record.
- No child may self-administer medication. Children who are able to recognise their needs (e.g. asthma) are encouraged to inform staff, but staff remain responsible for administration and monitoring.
- Medication records are monitored regularly to identify patterns or frequency of administration, which may indicate the need for improved infection control measures.

### **Storage of Medicines**

- All medication is stored safely and securely, out of children's reach, or refrigerated as required. Medication is kept in a clearly labelled, locked container.
- The key person, manager, or deputy manager is responsible for ensuring medication is returned to parents at the end of the day unless it is agreed that it is stored in the setting for ongoing use. Staff regularly check that any medication held on site is in date and return out-of-date medication to parents.

## **Children with Long-Term Medical Conditions**

- A risk assessment is completed for children with long-term medical conditions requiring ongoing medication. This is led by the manager or deputy manager in partnership with the key person and parents, with advice from health professionals where appropriate.
- Where required, an individual health care plan is developed with parents. This outlines:
  - the child's medical needs;
  - medication requirements;
  - emergency procedures;
  - staff roles and responsibilities.
- Health care plans are reviewed at least termly, or sooner if changes occur. Parents are asked to review and electronically confirm the plan.

## **Managing Medicines on Trips and Outings**

- For outings, medication is taken by a member of staff who is fully informed about the child's needs. Medication is carried in a clearly labelled, secure container along with copies of the child's health care plan and electronic consent details.
- Administration during outings is recorded and transferred to the main medication record on return. Parents are informed and asked to acknowledge this via the Family App.
- If a child requires hospital treatment, their medication is taken in a sealed, clearly labelled container together with the electronic consent details.
- Children do not eat while travelling in vehicles.
- This policy is read alongside the Outings Policy.

## **Legal Framework**

The Human Medicines Regulations 2012

Early Years Foundation Stage (EYFS) Statutory Framework (2025)

**Reviewed and updated January 2026**

## Admissions Policy

### **Policy Statement**

It is our intention to make Haxby Playgroup accessible 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 procedures. When considering admissions, staff are mindful of staff-to-child ratios, the suitability of the premises, and the facilities available, in line with the Early Years Foundation Stage (EYFS) 2025 requirements.

### **Procedures**

We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community. We aim to ensure that information about our setting is accessible and provided in written and spoken form and, where appropriate, can be provided in different community languages or alternative formats on request. We arrange our waiting list in order of registration date and places are allocated on a term-by-term basis. Please note that completion of the application or waiting list form does not guarantee a place for your child.

### **Allocation of Places**

In addition to the registration date, our policy may take into account:

- the age of the child
- children who are eligible for Early Years Pupil Premium (EYPP)
- the length of time on the waiting list
- whether any siblings already attend the setting
- the individual needs of the child, including special educational needs and/or disabilities (SEND)
- the setting's Ofsted registration requirements and availability of places throughout the year
- the sustainability of the setting

Children already attending will take priority for additional sessions if places are available during the year. We are unable to defer or reserve additional sessions to be utilised later in the year.

### **Funded Places**

We offer funded places in accordance with the City of York Council Code of Practice and any local conditions in place at the time. We offer a minimum of four sessions per week to ensure your child receives the full benefit of their time at pre-school and develops a secure attachment to their Key Person.

## **Equality, Inclusion and Accessibility**

Haxby Playgroup is welcoming and inclusive, making it clear that fathers, mothers, other relatives and carers are all welcome. Our practices operate in a way that encourages positive regard for and understanding of difference and ability — whether gender, family structure, class, background, religion, ethnicity, culture, language or competence in spoken English. We operate an Inclusion and Equality Policy and ensure that all children have access to playgroup places and services irrespective of gender, race, special educational needs, disability, religion, belief or family background. We monitor the needs and background of children joining Haxby Playgroup through the Registration Form to ensure that no accidental or unintentional discrimination is taking place.

## **Complaints**

We aim to address complaints quickly and fairly (see Complaints Policy) and to accommodate parental requests wherever possible. Failure to comply with the terms and conditions of the setting may ultimately result in the provision of a place being withdrawn.

**Reviewed and updated February 2026**

## Adverse Weather Policy

### **Policy Statement**

At Haxby Playgroups we have an adverse weather policy in place to ensure our setting is prepared for floods and snow. If either of these incidents impact on the ability for Haxby Playgroups to operate within Ralph Butterfield or Headlands school, we will contact parents via email or telephone. Information will also be available on our Facebook page and web site.

### **Flood**

In the case of a flood we will follow our contingency procedure to enable all children and staff to be safe and continuity of care to be planned for.

### **Snow**

With the recent changes in winter weather we have adapted our policies to include procedures for dealing with heavy snow. If high snow fall is forecast we will take the decision whether to close, taking into account the safety of the children, their parents, and the staff team. Usually this decision will be in line with that made by the school. In the event of a planned closure during the day we will contact all parents to arrange for collection of their child.

### **Fees**

No refunds will be offered due to closure for adverse weather conditions.

**Reviewed and updated March 2026**

## Allergies and Food Intolerance Policy

### **Policy Statement**

Haxby Playgroup recognises its duty of care to safeguard the health and wellbeing of all children attending the setting. We aim to ensure that children with allergies or food intolerances are identified, supported, and kept safe through clear procedures, risk assessment, and effective communication. This policy is implemented in line with the Early Years Foundation Stage (EYFS) 2025 safeguarding and welfare requirements.

### **Procedures**

- When a child starts at the setting, parents are asked if their child has any known allergies or food intolerances. This information is recorded on the Registration Form.
- If a child has an allergy or food intolerance, a generic risk assessment is completed in partnership with parents.
- The risk assessment includes:
  - the risk identified
  - the allergen (i.e. the substance, material or living creature the child is allergic to, such as nuts, eggs, bee stings, animals, etc.)
  - the level of risk, taking into consideration the likelihood of the child coming into contact with the allergen
  - control measures, such as prevention from contact with the allergen
  - review arrangements

### **Health Care Plans**

- A Health Care Plan must be completed with:
  - the nature of the allergic reaction (e.g. rash, reddening of skin, swelling, breathing difficulties or anaphylaxis)
  - managing allergic reactions, including medication used and method of administration (e.g. EpiPen)
  - emergency procedures and contact details
- The child's name is added to the Dietary Requirements List.

### **Information Sharing and Record Keeping**

- A copy of the risk assessment and health care plan is kept in the child's personal file.

- These documents are shared with parents and all relevant staff and are also kept in the cook's Food Allergy and Dietary Needs File, where applicable.
- All records are reviewed regularly and updated as required, or sooner if a child's needs change.

### **Medication and Training**

- Parents show staff how to administer medication in the event of an allergic reaction.
- Medication must be taken with the child at all times, including trips out, walks, or library visits.
- Medication must be in date, clearly labelled and readily accessible.
- All staff complete and regularly refresh EpiPen and allergy awareness training.

### **Food Safety and Prevention**

- No nuts or nut products are used within the setting.
- Parents are made aware of this policy so that no nut or nut products are accidentally brought in.
- Any foods brought into the setting are checked and known allergens are clearly identified.

**Reviewed and updated January 2026**

## Animals

### **Animals visiting the setting**

Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development Requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the setting or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

### **Visits to farms**

- Before a visit to a farm, we carry out a risk assessment – this may take account of safety factors listed in the farm’s own risk assessment, which should be viewed.
- We contact the venue in advance of the visit to ensure that there has been no recent outbreak of E.coli or other infections. If there has been an outbreak, we will review the visit and may decide to postpone it.
- We follow our outings procedure.
- Children wash and dry their hands thoroughly after contact with animals.
- Outdoor footwear worn to visit farms is cleaned of mud and debris as soon as possible on departure and should not be worn indoors.
- We advise staff and volunteers who are, or may be, pregnant to avoid contact with ewes and to consult their GP before the visit.

### **Legal Framework**

The Management of Health and Safety at Work Regulations (1999)

## Arrival and Departure Policy

### **Arrival**

- It is our aim at Haxby Playgroups to give a warm welcome to each child on their arrival.
- Parents/carers are requested to pass the care of their child to a member of staff at the designated entrance.
- If the parents/carers request the child to be given medicine during the day the staff member must ensure that the medicine consent procedure is followed.
- Any different contact details must be given to a member of staff.

### **Departure**

- Under no circumstances will a child be allowed to depart from the premises unless it is with a previously identified person who is over 16 years old. If this arrangement has been made by telephone, the person collecting the child will be asked for a password.
- The planned departure of the child should be anticipated. All medicines should be handed over personally and the medication book must be signed.
- No child should be handed over to anyone other than the known parent/carer unless an agreement has been made at the time of arrival.
- For arrivals and departures of visitors the appropriate records must be completed on entry and exit.

**Reviewed and updated February 2026**

## Attendance and Procedure Policy Statement

This Early Years Attendance Policy reflects the requirements of the EYFS Statutory Framework and supports settings in meeting Ofsted expectations around safeguarding, welfare, and partnership with parents.

Regular attendance is essential to support children's learning, development, emotional wellbeing, and safety. We work in close partnership with parents and carers to promote good attendance and to ensure all absences are followed up promptly and appropriately.

This policy applies specifically to Haxby Playgroups, a PVI pre-school providing care and education for children within the Early Years Foundation Stage (EYFS).

The EYFS requires providers to keep an accurate daily record of children's attendance and to have robust systems in place to ensure children's safety.

### **Why Good Attendance Matters in the Early Years**

Good attendance:

- Enables children to make progress in line with the EYFS areas of learning
- Supports secure attachments and emotional security
- Helps practitioners identify emerging SEND or safeguarding concerns early
- Ensures continuity of care, routines, and learning
- Demonstrates effective safeguarding practice, as expected by Ofsted
- Ofsted will consider how settings monitor attendance, follow up unexplained absences, and respond to concerns as part of inspection judgments.

### **Expectations of Parents and Carers**

Parents and carers are expected to:

- Ensure their child attends regularly and punctually
- Inform the setting on the first day of absence
- Provide a clear and honest reason for absence
- Keep the setting informed if absence continues
- Update contact and emergency details promptly

## **Reporting Absence**

Absences must be reported as soon as possible using one of the following methods (as appropriate to the provision):

- Telephone call or voicemail
- Verbal message to the practitioner
- Email or secure digital app
- Where possible, parents should provide the expected date of return.

## **When a Child Does Not Arrive as Expected**

If a child does not arrive and no explanation has been received:

- The register will be checked and marked accurately.
- The nominated attendance lead will attempt to contact the parent/carer.
- All contact attempts and responses will be recorded.
- If contact cannot be made, emergency contacts will be used.
- Safeguarding procedures will be followed if concerns remain.

## **Roles and Responsibilities**

- The Manager holds overall responsibility for monitoring attendance and following up absences.
- The Deputy will take responsibility in the Manager's absence.
- The Designated Safeguarding Lead (DSL) will be informed of any unexplained or concerning absence.
- All practitioners are responsible for completing accurate daily registers and sharing concerns promptly.

## **Contacting Parents and Carers**

The setting will:

- Make initial contact by telephone
- Follow up via text, email, or app if needed
- Contact emergency contacts where necessary
- All actions will be logged, dated, and stored securely.

## **Recording, Monitoring, and Reviewing Attendance**

- All absences will be recorded with a reason.
- The setting will be rigorous and persistent in seeking explanations for absences.

- Attendance will be reviewed regularly to identify patterns or concerns.
- Ofsted expects settings to demonstrate how attendance data informs safeguarding decisions.

### **Timescales for Follow-Up**

- Same day: unexplained absence
- Daily: ongoing absence
- Immediate escalation: if safeguarding concerns arise

### **Absence Causing Concern (Safeguarding)**

Absence may raise concern when:

- A child has frequent or prolonged absences
- Reasons for absence are unclear or inconsistent
- The child is known to be vulnerable or subject to safeguarding or SEND plans
- In such cases:
  - Concerns will be discussed with the Designated Safeguarding Lead
  - Further contact will be made with parents/carers
  - Advice may be sought from local authority services or other professionals
  - Safeguarding referrals will be made where required

### **Registration Forms and Emergency Contacts**

In line with EYFS requirements:

- Registration details are completed before a child starts
- At least one additional emergency contact is required
- Information is reviewed and updated regularly

### **Partnership Working**

The setting works in partnership with:

- Parents and carers
- Other early years providers and schools
- Healthy Child Service, and family support services
- Local safeguarding partners

Information is shared appropriately and lawfully to support children's welfare.

## **Sharing Good Practice**

Good practice is shared through:

- Local early years networks
- Shared Foundation Partnerships
- Training and reflective practice

This supports continuous improvement, as expected by Ofsted.

## **Legal and Statutory Context (EYFS)**

This policy is informed by:

- EYFS Statutory Framework – Safeguarding and Welfare Requirements
- Keeping Children Safe in Education (where applicable to school-based provision)
- Working Together to Safeguard Children

## **Review of Policy**

This policy is reviewed regularly and updated in line with changes to EYFS statutory guidance and safeguarding legislation.

**Reviewed and updated January 2026**

## British Values

### **Policy Statement**

At Haxby Playgroups we actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

This policy is implemented in line with the Early Years Foundation Stage (EYFS) Statutory Framework (2023), particularly the Safeguarding and Welfare Requirements and Personal, Social and Emotional Development (PSED), and reflects inspection expectations from Ofsted regarding equality, diversity and fundamental British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

We demonstrate compliance with the Public Sector Equality Duty through inclusive practice, staff training, monitoring and regular policy review.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Through high-quality adult interactions and modelling, staff actively support children to develop respect, empathy, resilience and an understanding of fairness and inclusion.

## **Procedures**

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the Fundamental British Values in the Early Years guidance (Foundation Years 2015). These values are embedded throughout our curriculum, daily routines and behaviour management practice, in line with current EYFS requirements.

### Democracy, or making decisions together

- As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
- Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- Children are supported to participate in simple decision-making processes such as voting, choosing activities and contributing to group rules.

### Rule of law, or understanding that rules matter

- Practitioners ensure that children understand their own and others' behaviour and its consequence.
- Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- Expectations are applied consistently and fairly to all children.

### Individual liberty, or freedom for all

- Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- 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, for example discussing in a small group what they feel about transferring into Reception Class.

- Staff support children to build resilience, independence and self-regulation in age-appropriate ways.

#### Mutual respect and tolerance, or treating others as you want to be treated

- Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire tolerance, appreciation 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.
- Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
- Practitioners 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 or racial stereotyping.
- Discriminatory language or behaviour is challenged immediately and addressed in line with our Behaviour and Safeguarding policies.

#### In our setting it is not acceptable to:

- actively promote intolerance of other faiths, cultures and races
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs
- ignore discriminatory comments, language or behaviour.

#### **Prevent Strategy**

Under the Counter-Terrorism and Security Act 2015 we also have a duty "to have due regard to the need to prevent people from being drawn into terrorism".

In line with EYFS safeguarding requirements, staff receive safeguarding and Prevent Duty training and follow our Safeguarding Policy if any concerns arise.

### **Monitoring and Review**

This policy will be reviewed annually or sooner if there are updates to EYFS statutory requirements or inspection guidance from Ofsted.

**Reviewed and updated March 2026**

## Children's Rights and Entitlements

### **Policy Statement**

At Haxby Playgroup we promote 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.

- We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We promote 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.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.
- This policy is implemented in line with the Early Years Foundation Stage (EYFS) Statutory Framework (2023), particularly the Safeguarding and Welfare Requirements, and reflects inspection expectations from Ofsted regarding children's personal development, behaviour and welfare.
- We recognise our duty under the United Nations Convention on the Rights of the Child (UNCRC) to ensure children's voices are heard and their best interests are central to all decision-making.

### **What it means to promote children's rights and entitlements to be 'strong, resilient and listened to'**

To be strong means to be:

- secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school; self-assured and form a positive sense of themselves – including all aspects of their identity and heritage
- included equally and belong in early years settings and in community life
- confident in abilities and proud of their achievements
- progressing optimally in all aspects of their development and learning

- part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world
- able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives
- safeguarded from harm and supported through effective key person relationships, robust safeguarding procedures and safe recruitment practices in line with EYFS requirements

To be resilient means to:

- be sure of their self-worth and dignity
- be able to be assertive and state their needs effectively
- be able to overcome difficulties and problems
- be positive in their outlook on life
- be able to cope with challenge and change
- have a sense of justice towards themselves and others
- develop a sense of responsibility towards themselves and others
- be able to represent themselves and others in key decision making processes
- develop self-regulation skills supported by sensitive adult interactions and modelling, in line with the EYFS focus on Personal, Social and Emotional Development (PSED)

To be listened to means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas
- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services
- children's views are actively sought through observation, discussion, choice-making and child-led play, and these views inform planning and daily practice

**Reviewed and updated March 2026**

## Dignity, Mutual Respect and Tolerance Policy

### **Policy Statement**

Our Partnership with Parents Policy sets out in detail how we aim to work in close partnership with parents (for the purpose of this policy, the reference to 'parents' includes legal guardians, representatives of parents, and carers) to ensure that all children receive high-quality care and learning that meets their individual needs in line with the EYFS 2025 Statutory Framework.

A key aspect of this partnership is that we treat each other with dignity, mutual respect, tolerance, and equality, reflecting both the Ofsted Personal Development, Behaviour and Welfare requirements, and the principles of Fundamental British Values.

In particular, our expectations are:

- Adults set an excellent example to children and others at all times, demonstrating positive relationships, inclusivity, and respect towards all members of staff, committee, parents, and the wider community.
- No member of staff, committee, parent, or child should be subjected to abusive, threatening, or discriminatory behaviour.
- We believe that staff, committee, parents, and children are entitled to a safe, supportive, and protective environment in which to work and learn. Behaviour that causes harassment, alarm, or distress is contrary to the aims of Haxby Playgroups and will not be tolerated.

### **Examples of Unacceptable Behaviour**

The following behaviours are considered serious and unacceptable and will not be tolerated towards any member of the Haxby Playgroups community (this list is illustrative, not exhaustive):

- Shouting, either in person, over the telephone, or online
- Speaking in an aggressive or threatening tone, including in writing
- Swearing, making racist, sexist, or discriminatory comments (verbal, written, or online)
- Bullying or harassment via social networking or other digital platforms
- Physically intimidating actions, e.g., standing too close or aggressive posturing
- Using aggressive hand gestures or exaggerated movements
- Physical threats, including shaking or holding a fist towards another person
- Pushing, hitting (slapping, punching, kicking), spitting, or any form of physical assault

## **Action and Safeguarding**

Haxby Playgroups reserves the right to take all necessary actions to ensure that members of our community are not subjected to abuse. Actions may include:

- Disciplinary action against staff, in line with HR and safeguarding procedures
- Barring an individual from entering the settings
- Terminating a child's place at the setting, if necessary for the safety of others
- Informing the police or other safeguarding authorities where required
- If you experience or witness any behaviour at either setting that is contrary to this policy, report it immediately to the manager or committee chair. They will assess the situation and determine any further action, in line with EYFS 2025 safeguarding and welfare requirements and Ofsted guidance.

## **Parent Appeals**

In the unlikely event that a parent is barred from the settings:

- It is the parent's responsibility to make alternative collection and drop-off arrangements.
- Parents have the right to appeal the decision by writing to our Committee Chair Emily Paley at [emily@haxbyplaygroups.org.uk](mailto:emily@haxbyplaygroups.org.uk) within 10 days of the permission to enter the setting being withdrawn.
- The appeal will be heard by a member of the committee, and a decision will be communicated within 10 days.

## **Links to EYFS 2025 and Ofsted**

- EYFS 2025 Statutory Framework – Safeguarding and Welfare Requirements: supporting a safe and nurturing environment
- Ofsted Personal Development, Behaviour and Welfare – promoting positive relationships, respect, and equality
- Fundamental British Values (2015) – democracy, rule of law, individual liberty, mutual respect, and tolerance

**Updated and reviewed March 2026**

## Dummy Policy

### **Policy Statement**

Haxby Playgroups is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The aim of this policy is to foster an environment where all children, whatever their needs, are welcomed and have equal choices and opportunities that enable them to reach their full potential during their stay at the group.

It is understood that children who attend Haxby Playgroups may still use a dummy or bottle. In line with EYFS 2025 Statutory Framework (Communication and Language, Personal, Social and Emotional Development, and Safeguarding), staff recognise the importance of early speech and language development and actively support children's communication skills in all activities.

### **Guidance on Speech, Language, and Communication**

The Department for Education and Skills (previously DCSF) guidance on supporting children with speech, language, and communication needs in the Early Years Foundation Stage highlights the following:

“Dummies and bottles can contribute to delayed communication development. Babies and young children spend lots of time making sounds and exploring their own mouths and voices before they begin to use words. In doing so they are not only practising and developing the skills needed for speech but they are also encouraging other people in the world to notice them and communicate with them. Children who suck dummies through the day make fewer sounds, gain less experience of using their voices, and hear less language from adults around them. If toddlers are allowed to continue to suck a dummy and talk with it in their mouths, there is also a risk that the child will learn distorted patterns of speech because the teat prevents normal movements at the front of their mouth. These patterns may be difficult to change later on. Although a dummy or bottle can be a source of comfort when a child is upset, and may form part of a child's sleep routine, parents should be encouraged to use it only at these times and to phase out dummies and bottles as soon as possible.”

*Supporting children with speech, language and communication needs: Guidance for the Early Years Foundation Stage – DCSF, 2008*

### **Policy Implementation**

- In the light of this information, Haxby Playgroups strongly recommends that children who use a dummy or bottle refrain from bringing it to playgroup during the day.

- However, should removal of the dummy or bottle cause considerable upset and prevent the child from settling, special support will be provided. Staff will work with parents to develop a personalised, age-appropriate strategy to encourage the phasing out of the dummy or bottle.
- Strategies may include:
  - Using the dummy only at home, particularly for sleep or comfort times
  - Gradual reduction of dummy use over time in agreement with parents
  - Positive reinforcement and distraction with alternative comfort activities or resources
  - Monitoring progress and adjusting the strategy in partnership with parents
- All actions are aligned with EYFS 2025 requirements for personalised learning, communication and language development, and partnership with parents.

### **Parent Partnership**

Haxby Playgroups works closely with parents to ensure continuity between home and the setting.

Parents are encouraged to:

- Support the phasing-out strategy agreed with staff
- Provide feedback on the child's use of the dummy at home
- Celebrate progress and milestones in communication development

Staff will document strategies and monitor children's progress, providing guidance where appropriate in line with Ofsted expectations for effective communication and language development.

**Reviewed and updated March 2026**

## Equality, Diversity, and Inclusion Policy

### **Equal Opportunities Statement**

At Haxby Playgroups, we are committed to promoting equality, diversity, and inclusion in all aspects of our setting. We believe every child, family, and member of staff should be valued, respected, and supported, regardless of age, gender, race, disability, religion or belief, sexual orientation, or family background. Our aim is to create an environment where every child has equal access to learning, experiences, and opportunities, and where all children, staff, and families are encouraged to develop their full potential in a safe, nurturing, and inclusive setting. We work in partnership with families to celebrate diversity, challenge discrimination, and ensure that everyone feels welcomed and supported within our community.

### **Policy Statement**

We are committed to providing an inclusive, welcoming and respectful environment where every child, family, staff member and visitor is valued and treated fairly. We recognise that children develop best when they feel safe, secure and respected, and when their individual needs, backgrounds and identities are recognised and supported. This policy explains how we promote equality of opportunity, value diversity, and actively promote inclusion, in line with the EYFS statutory framework (2025) and equality legislation. This policy applies to:

- Children attending the setting
- Parents and carers
- Staff, students and volunteers
- Committee members and visitors

### **Legal and EYFS Framework**

This policy is based on the requirements of:

- Early Years Foundation Stage (EYFS) 2025
- Equality Act 2010
- Human Rights Act 1998
- Special Educational Needs and Disability (SEND) Code of Practice
- UN Convention on the Rights of the Child

## **Our Commitment to Equality and Inclusion**

We aim to:

- Promote equality of opportunity for all
- Eliminate discrimination, harassment and victimisation
- Foster positive attitudes towards diversity
- Ensure inclusion for children with additional needs or disabilities
- Work in partnership with parents and external agencies

We believe that diversity enriches our setting and supports children's understanding of the world.

## **Protected Characteristics**

Under the Equality Act 2010, protection is provided in relation to the following characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including colour, nationality, ethnic or national origin)
- Religion or belief
- Sex
- Sexual orientation

We are committed to ensuring that no one is treated unfairly because of any of these characteristics.

## **Children**

We ensure that:

- All children are welcomed and valued
- Each child's individual needs are recognised and supported
- No child is excluded or treated unfairly because of background, ability, language, culture or belief

We:

- Promote positive images and resources that reflect diversity
- Challenge stereotypes and discriminatory language
- Support children to develop respect, empathy and understanding of others
- Make reasonable adjustments for children with disabilities or additional needs

## **Special Educational Needs and Disabilities (SEND)**

We follow the SEND Code of Practice and EYFS requirements to ensure children with SEND:

- Are supported to access learning opportunities
- Have their needs identified early
- Are supported through individual plans and reasonable adjustments

We work in partnership with:

- Parents and carers
- Local authority services
- Health and education professionals

## **Parents and Carers**

We:

- Welcome families from all backgrounds
- Communicate respectfully and inclusively
- Make reasonable adjustments to support access and participation
- Respect family structures, cultures, beliefs and values

We expect parents and carers to:

- Treat others with respect
- Support the setting's equality and inclusion values
- Raise concerns appropriately if issues arise

## **Staff, Students and Volunteers**

We are committed to fair and inclusive practices in:

- Recruitment and selection
- Training and development
- Promotion and career progression

All staff must:

- Follow this policy
- Challenge discrimination or bias
- Promote inclusive practice
- Treat colleagues, children and families with respect

Reasonable adjustments will be made for staff with disabilities or additional needs.

## **Curriculum and Practice**

Our curriculum:

- Reflects a range of cultures, identities and experiences
- Supports children's sense of belonging
- Encourages respect and curiosity about differences

We use:

- Inclusive resources and books
- Celebrations and experiences that reflect diversity
- Child-led discussions to explore fairness and respect in age-appropriate ways

## **Challenging Discrimination**

- Discriminatory behaviour, language or actions will not be tolerated.
- Challenge inappropriate behaviour calmly and consistently
- Support children to understand why behaviour is unacceptable
- Take appropriate action with adults where required

## **Complaints and Concerns**

Any concerns relating to equality or discrimination should be raised with the Nursery Manager or committee. Concerns will be:

- Taken seriously
- Investigated fairly
- Addressed promptly

Formal complaints will be managed in line with the setting's Complaints or Grievance Policy.

## **Training and Awareness**

Staff will receive:

- Equality, diversity and inclusion training
- SEND awareness training
- Ongoing professional development to support inclusive practice

Training will be reviewed regularly to ensure it reflects current guidance and best practice.

## **Monitoring and Review**

We monitor our practices to ensure:

- Equality of opportunity
- Inclusive outcomes for children

Haxby Playgroups CIO

- Fair treatment of staff and families

This policy will be reviewed:

- Annually
- Following legislative or EYFS changes
- In response to identified issues or incidents

**Reviewed and updated February 2026**

## Fire Evacuation Policy

### **Policy Statement**

Haxby Playgroups is committed to ensuring the highest standard of fire safety. We carry out regular risk assessments to reduce or eliminate potential fire hazards.

The Manager is the designated Responsible Person under the Regulatory Reform (Fire Safety) Order 2005 (as amended). The Manager and Deputy Manager attend Fire Warden training at least every three years. All staff receive fire safety training during induction and regular updates thereafter.

Fire safety procedures are reviewed annually or sooner if legislation changes.

### **Fire Detection and Equipment**

- Fire alarms are tested weekly and recorded by the school
- Fire extinguishers and fire safety equipment are serviced annually by a qualified contractor. This is organised by the school.
- Fire exits are clearly marked, unobstructed and checked daily.
- Fire doors are easily opened from the inside at all times.
- The fire alarm is identified by a continuous bell.

### **Fire Drills**

Fire drills are carried out at least once every half term, and additionally when new staff, students or volunteers join the setting. The trained Fire Wardens, in liaison with the Manager, are responsible for arranging and monitoring drills.

Records are kept of:

- Date of drill
- Number of children and staff present
- Time taken to evacuate
- Any issues identified
- Actions required
- Date actions completed

The fire evacuation procedure is displayed in the main classroom and shared with parents, students and visitors. Visitors are informed of fire exits on arrival.

## **Evacuation Procedure and Assembly Point**

- On hearing the alarm, staff will calmly lead children to the designated assembly point.
- A Deputy will collect the register, medications and Epi pens as required and conduct a headcount.
- The children's records folder and emergency fire bag will be taken where safe to do so.
- If the primary exit is unsafe, the alternative route (in line with the school evacuation plan) will be used.
- The senior member of staff will immediately call 999 in the event of a real fire within the setting.
- Any missing persons will be reported immediately to emergency services and the Head Teacher.

## **Children's Records**

The children's records folder is taken during evacuation in the event of a real emergency to enable parents to be contacted promptly.

## **Emergency Fire Bag**

The emergency fire bag contains:

- Spare clothes
- Wipes and nappies
- Blankets

## **Personal Emergency Evacuation Plans (PEEPs)**

Individual evacuation plans will be put in place for any child, staff member or visitor with additional needs or disabilities to ensure they can evacuate safely.

## **Legal Framework**

Statutory Framework for the Early Years Foundation Stage (EYFS) 2024

Regulatory Reform (Fire Safety) Order 2005 (as amended by the Fire Safety Act 2021 and Building Safety Act 2022)

**Reviewed and updated February 2026**

## Fire Evacuation Procedure

### **1. Fire Exits**

All school fire exits are clearly marked and shown on the accompanying map.

### **2. Raising the Alarm**

If you discover a fire, sound the alarm immediately by breaking the glass at the nearest fire alarm point.

### **3. Evacuation Priority**

The primary aim is for everyone (staff, children, parents/carers, and visitors) to leave the building as quickly and safely as possible.

### **4. Evacuation Routes**

Staff should ensure the main exit route is safe to use. If it is not safe, an alternative exit must be used.

### **5. Designated Responsibilities**

A senior member of staff or appointed Fire Warden will:

- collect the register and visitors' book
- check toilets and corridor areas to ensure no one is left behind
- collect the fire evacuation bag and the children's medication box, including EpiPens and inhalers.

### **6. Assembly Point**

Once outside, everyone should line up immediately by the fire assembly area:

- At RB — line up by the wall at the far end of the playground
- At HL — line up under the shelter in the Key Stage 1 playground

### **7. Register Check**

Registers will be taken immediately at the assembly point. The Head Teacher must be informed without delay if any child is missing.

## **8. Re-entry**

Do not return to the building until the Head Teacher or designated fire officer has given clear authorisation.

**Reviewed and updated February 2026**

## Early Years First Aid Policy

### **Policy Statement**

Haxby Playgroups is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The aim of this policy is to foster an environment where all children, whatever their needs, are welcomed and have equal choices and opportunities that enable them to reach their full potential during their stay at the group. It is essential that first aid arrangements comply with EYFS 2025 Statutory Framework and Ofsted safeguarding and welfare requirements.

### **Aims**

Haxby Playgroups aims to:

- Provide prompt, competent, and appropriate first aid for all children, staff, and visitors
- Ensure that first aid arrangements meet EYFS 2025 and Ofsted requirements
- Minimise the risk of infection and prevent further injury
- Ensure that parents/carers are informed promptly of any accidents or incidents involving their child
- Maintain accurate records of all accidents, injuries, and administered first aid

### **First Aid Arrangements**

First Aid Personnel:

- At least one staff member with a current Paediatric First Aid (PFA) certificate will be on site at all times
- The Manager is responsible for ensuring staff are trained in first aid
- Deputy staff are responsible for ensuring first aid kits are stocked and maintained

First Aid Equipment:

- A fully stocked first aid box is located in the main playroom
- Contents of first aid kits are checked half-termly and restocked as necessary
- First aid kits include items suitable for children, such as plasters, sterile dressings, gloves, and guidance on CPR and choking procedures

Accident Management:

- Minor injuries will be treated immediately, and appropriate first aid administered
- All accidents and incidents are logged on Family, including date, time, details of injury, action taken, and staff member administering first aid

- Parents/carers are informed on the same day for minor injuries, and immediately for serious injuries
- In the event of a serious injury or medical emergency, staff will follow the setting's emergency procedures, including contacting the emergency services and the child's parents/carers immediately

Hygiene and Infection Control:

- Staff administering first aid will use disposable gloves and maintain good hygiene
- Used materials (e.g., dressings, gloves) are disposed of safely in accordance with infection control guidance

### **Outings and Off-site Activities**

- A staff member with a current PFA certificate will accompany children on all outings
- First aid kits and any necessary medication (e.g., inhalers, epi-pens) are taken on all trips
- Emergency procedures and contact numbers are reviewed prior to each outing

### **Ratios and First Aid Requirements**

In accordance with EYFS 2025:

- At least one person with a current Paediatric First Aid (PFA) certificate must be present at all times.
- Staff holding a current PFA certificate may be counted in the statutory staff-to-child ratios.
- Staff without a PFA certificate cannot be counted in ratios where PFA is required for children under five.
- On outings, at least one PFA-qualified staff member must accompany children, and ratios must be adjusted accordingly.

### **Parent Partnership**

Haxby Playgroups works closely with parents to ensure continuity between home and the setting.

Parents are encouraged to:

- Support the setting's first aid procedures and provide up-to-date medical information for their child
- Provide feedback on any incidents or injuries at home that may affect the child's care at the setting
- Staff will document strategies, monitor children's progress, and provide guidance where appropriate in line with Ofsted expectations for effective safeguarding and welfare.

## **Responsibilities**

- The Manager is responsible for ensuring staff are trained in first aid
- Deputies are responsible for ensuring first aid kits are stocked and maintained
- All staff are responsible for acting promptly and safely when providing first aid
- Parents/carers are responsible for providing up-to-date contact information and informing the setting of any medical conditions or allergies

## **Monitoring and Review**

- This policy is reviewed annually or earlier if guidance or legislation changes
- First aid training is renewed as required to maintain compliance with EYFS 2025 and HSE regulations
- First aid kits are checked half-termly by deputy staff to ensure they remain fully stocked

## **References and Further Guidance**

- EYFS 2025 Statutory Framework – Safeguarding and Welfare Requirements
- Ofsted Early Years Inspection Handbook
- Health and Safety Executive: First Aid at Work – Guidance for Early Years Settings
- Paediatric First Aid Training Providers (renewed every 3 years)

## **Legal and Regulatory Framework**

This policy is informed by:

- EYFS 2025 Statutory Framework: Safeguarding and Welfare Requirements, including:
  - 3.44: At least one person who has a current paediatric first aid (PFA) certificate must be on the premises at all times when children are present, and must accompany children on outings. Staff holding a current PFA certificate may be counted in staff-to-child ratios. Staff without PFA cannot be counted in ratios where PFA is required.
  - 3.45: All staff must be aware of the settings' procedures for managing accidents, injuries, and first aid.
- Health and Safety (First Aid) Regulations 1981
- Ofsted Early Years Inspection Handbook – Personal Development, Behaviour and Welfare
- Health and Safety Executive (HSE) guidance on first aid in childcare settings

**Reviewed and updated February 2026**

## Food Hygiene Policy

### **Policy Statement**

Haxby Playgroup provides and serves food for children on the following basis:

- Snacks
- Packed lunches (brought from home)

We maintain the highest possible standards of food hygiene with regard to the purchase, storage, preparation and serving of food. We follow the principles of the Food Standards Agency's Safer Food, Better Business (SFBB) system, using a practical, written food safety management system based on the principles of Hazard Analysis and Critical Control Points (HACCP). This ensures that food safety hazards are identified, monitored and controlled effectively. In line with the EYFS (2025), all food and drink provided to children is healthy, balanced and nutritious, and fresh drinking water is available and accessible at all times.

### **Procedures**

#### 1. Food Safety Management (Safer Food, Better Business)

We implement the four key areas of Safer Food, Better Business:

- Cross-Contamination
  - Raw and ready-to-eat foods are kept separate at all times.
  - Separate chopping boards and utensils are used where appropriate.
  - Staff wash hands thoroughly before handling food and after handling raw food.
  - Cleaning cloths are disposable or sanitised appropriately to prevent bacterial spread.
- Cleaning
  - A written cleaning schedule is in place and monitored daily.
  - Food preparation areas are cleaned and disinfected before and after use using appropriate antibacterial cleaning products
  - Fridges, storage cupboards and food preparation equipment are cleaned regularly and recorded.
- Chilling
  - Refrigerators operate at 5°C or below and temperatures are checked and recorded daily.
  - High-risk foods are stored correctly and labelled where necessary.
  - Food past its 'use by' date is disposed of immediately.

- Cooking
  - Hot food is cooked thoroughly and reheated to a minimum of 75°C, checked using a calibrated probe thermometer.
  - Probe thermometers are cleaned and disinfected between uses.
  - Food is not reheated more than once.
  - Opening and closing kitchen checks are carried out daily and recorded in line with SFBB guidance.

## 2. Staff Training and Responsibilities

- All staff involved in food handling receive appropriate Level 2 Food Hygiene training (or equivalent).
- Staff are familiar with our Safer Food, Better Business file and complete relevant daily monitoring sheets.
- The designated person responsible for food preparation oversees food safety procedures and maintains records.
- Staff report any illness (particularly sickness or diarrhoea) immediately and do not handle food until 48 hours symptom-free, in line with UKHSA guidance.

## 3. Food Purchase, Storage, and Preparation

- Food is purchased from reputable and reliable suppliers.
- Deliveries are checked to ensure food is in date, undamaged and at safe temperatures.
- Dry goods are stored in sealed containers and labelled appropriately.
- All food is protected from contamination by pests, rodents or mould.
- There are separate facilities for handwashing and washing up.
- All surfaces are smooth, non-porous and maintained in good repair.
- All utensils, crockery and equipment are cleaned thoroughly and stored hygienically.

## 4. Packed Lunches

- Parents are informed that packed lunches cannot be refrigerated on site and should include ice packs where appropriate.
- Parents receive guidance on healthy lunchbox contents in line with EYFS healthy eating guidance.
- Lunch timings are shared to ensure food is packed safely and remains suitable for consumption.

## 5. Waste and Cleaning

- Waste food is disposed of daily in sealed bins.
- External bins are secure and emptied regularly.
- Cleaning materials and hazardous substances are stored securely and out of reach of children.

## 6. Children's Participation in Food Activities

When children take part in cooking or food-related activities, they:

- Are supervised at all times.
- Wash hands before and after handling food.
- Learn and follow simple hygiene rules.
- Are kept away from hot surfaces and hot water.
- Do not have unsupervised access to electrical equipment (e.g., blenders or microwaves).
- These activities promote children's understanding of healthy lifestyles and hygiene practices.

## 7. Baking Activities

When baking is included in snacks or food activities:

- Children are supervised at all times.
- Hands must be washed before and after handling raw ingredients.
- Raw eggs, flour or other high-risk ingredients are not eaten raw.
- Equipment and surfaces are cleaned thoroughly after contact with raw ingredients.
- Baked items are cooked to the correct temperature and cooled safely before serving.
- Children do not handle hot trays, ovens or other hot equipment; only staff handle these.
- This ensures that all baking activities comply with SFBB guidance and prevent foodborne illness.

## 8. Allergens and Dietary Needs

- We comply with the Food Information Regulations 2014 regarding allergen management.
- We record all information about children's dietary needs and allergies.
- Individual care plans are in place where required.
- Staff receive allergen awareness training and understand how to prevent cross-contamination.
- Ingredient information is checked carefully for all foods provided.
- Parents are informed about any allergens present in food served by the setting.

- In the event of an allergic reaction, staff follow the child's care plan and emergency procedures, including administering prescribed medication and seeking medical assistance where necessary.

### **Procedure for Reporting Food Poisoning**

Not all cases of sickness or diarrhoea are caused by food poisoning, and not all cases are reportable. If a child or adult is diagnosed by a GP or hospital doctor as suffering from food poisoning, and it is suspected that the source may be within the setting, the Manager will:

- Contact the Environmental Health Department immediately.
- Contact the UK Health Security Agency (UKHSA)/local Health Protection Team.
- Fully cooperate with any investigation and provide access to food safety records (including SFBB monitoring sheets).
- Implement any control measures advised by Environmental Health.

If two or more children cared for on the premises have confirmed food poisoning, we will:

- Notify Ofsted as soon as reasonably practicable and always within 14 days (EYFS 3.80).
- Review food safety procedures and risk assessments.
- Inform parents appropriately while maintaining confidentiality.
- All cases of sickness and diarrhoea are managed in line with UKHSA exclusion guidance (48-hour rule).

### **Legal Framework:**

Regulation (EC) 852/2004 on the Hygiene of Foodstuffs

The Food Safety and Hygiene (England) Regulations 2013

The Food Information Regulations 2014 (Allergen Labelling)

**Reviewed and updated February 2026**

## Food, Nutrition and Communication Policy

### **Policy Statement**

At Haxby Playgroup, we are committed to promoting healthy eating habits and providing nutritious, balanced food that supports each child's growth, development and wellbeing. We recognise the importance of working in partnership with parents and carers to ensure consistency in children's nutrition both in the setting and at home.

Mealtimes and snack times are valued as important social and educational opportunities that foster communication, independence and positive attitudes towards food. This policy is underpinned by the Early Years Foundation Stage (EYFS) statutory framework, particularly the welfare requirements relating to health, safeguarding and partnership with parents.

### **1. Communication with Parents and Carers**

We believe that strong communication between the setting and families is essential in promoting healthy eating and meeting each child's dietary needs. Every child has a designated Key Person who develops a close and ongoing relationship with the child and their family, supporting effective information sharing. We will:

- Clearly communicate our approach to food provision, including routines and snack menus.
- Provide regular updates to parents about what their child eats and how they engage with food.
- Share this policy and relevant guidance to help families align home practices with our expectations.
- Discuss and regularly review cultural, religious, ethical and medical dietary requirements.
- Encourage families to contribute to food-related decisions where appropriate.
- Use our parent communication app to share healthy eating guidance, recipes and lunchbox ideas.
- Inform parents promptly if there are concerns about a child's eating, drinking or nutritional intake.
- Ensure dietary information is recorded, shared appropriately and reviewed regularly.

### **2. Food Provided by the Setting**

We are committed to offering nutritious, balanced and safe food. We will ensure that:

- Snacks are healthy, low in fat, salt and added sugar.

- Are not highly processed
- Seasonal fruits and vegetables are regularly included.
- Fresh drinking water is available throughout the day.
- Milk and water are served during snack times.
- Staff are trained in food hygiene and safe food preparation.
- Staff model good table manners and promote eating independence.
- Children are given sufficient time to eat.
- Children's preferences, appetite and developmental needs are respected.
- Food-related distress is managed sensitively and without pressure.
- Portion sizes are appropriate to children's ages and stages of development.

### **3. Children Accessing School Meals**

Some children attending Haxby Playgroup may choose to have a hot school meal provided by the host school, while others may bring a packed lunch from home. We work closely with school staff to ensure children are supported to access lunchtime confidently, safely and positively. We will:

- Accompany and supervise children during lunchtime.
- Support children to carry trays, make choices and develop independence.
- Sit with children where appropriate, modelling positive eating behaviours and conversation.
- Encourage children to try a variety of foods without pressure.
- Never force children to eat or finish everything on their plate.
- Ensure dietary requirements and allergies are communicated to relevant school staff.
- Monitor children's eating and drinking and share any significant concerns with parents.
- School meals are viewed as an important opportunity to support children's wellbeing, independence and social development.

### **4. Food Brought from Home**

Families may provide a packed lunch, and we work closely with them to ensure lunches support children's health and wellbeing. We ask that:

- Packed lunches reflect healthy eating principles.
- Food meets all allergy and food safety requirements.
- Items requiring cooling are packed with an ice pack or in accordance with Food Standards Agency guidance.
- Lunchboxes and containers are clearly labelled with the child's name.

- Parents understand that we are unable to refrigerate or reheat food brought from home.
- Items high in sugar, salt and saturated fat are limited.
- We reserve the right to return food items that do not meet our safety or allergy requirements.

## **5. Healthy Eating Principles**

At Haxby Playgroup we:

- Encourage a balanced diet and a positive relationship with food.
- Promote drinking water throughout the day.
- Respect children's appetites and food preferences.
- Gently encourage children to explore new foods.
- Avoid labelling foods as "good" or "bad".
- Do not use food as a reward or punishment.

## **6. Food Safety and Hygiene**

We maintain high standards of food hygiene and safety. We will:

- Train staff in safe food handling and choking prevention.
- Check all food for allergens before it is offered to children.
- Return food unopened if ingredients cannot be clearly identified.
- Prepare food in ways that minimise choking risks.
- Wash hands before handling food and before children eat.
- Clean tables and utensils thoroughly.
- Record food-related incidents in line with health and safeguarding procedures.

## **7. Allergies and Special Dietary Requirements**

The safety of children with allergies or medical dietary needs is paramount. We will:

- Maintain accurate and up-to-date allergy information.
- Follow individual healthcare plans.
- Ensure emergency medication is readily available.
- Share relevant information with all staff and, where applicable, school catering staff.
- Prevent cross-contamination through careful food handling.

## **8. Celebrations and Special Occasions**

To promote a healthy food culture:

- We encourage non-food-based celebrations such as stickers, bubbles or special activities.

- When food is brought in, we recommend healthier options such as fruit platters.
- Cake may be shared occasionally, subject to allergy and suitability checks.
- Parents will be informed in advance where appropriate.

## **9. Promoting Healthy Eating Through Learning**

We integrate food and nutrition education into everyday learning through:

- Cooking and food preparation activities.
- Discussions about healthy eating and where food comes from.
- Opportunities to taste and explore a variety of foods.
- Supporting children to make independent choices.
- Books, songs and role play linked to food and wellbeing.

## **10. Inclusion and SEND**

We recognise that some children may have additional needs relating to eating, drinking or sensory processing. We will:

- Adapt our approach to meet individual needs.
- Work with parents and relevant professionals.
- Follow specialist guidance and care plans.
- Ensure all children are included in mealtime experiences.

## **11. Monitoring and Review**

This policy will be reviewed annually or sooner if legislation, guidance or practice changes.

### **Related Policies**

- Managing Allergies Policy
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Inclusion and SEND Policy
- Intimate Care Policy

**Reviewed and updated May 2026**

## Health and Safety – General Standards Policy

### **Policy Statement**

Haxby Playgroup recognises that the health, safety, and wellbeing of children is of paramount importance. We aim to provide a safe, secure and healthy environment for children, parents, staff, volunteers and visitors. We are committed to identifying, managing and minimising risks while enabling children to explore, learn and develop safely.

### **Responsibilities**

- Overall responsibility for health and safety lies with the Playgroup Manager, Deputies and Committee Chair.
- Those responsible are competent, appropriately trained and regularly update their knowledge.
- All staff, students and volunteers share responsibility for maintaining a safe environment.
- The required Health and Safety Law poster is displayed in:
  - The resource cupboard

### **Insurance Cover**

- We hold:
  - Public Liability Insurance
  - Employers' Liability Insurance
- Insurance certificates are displayed:
  - The entrance hall notice board (RB)
  - The entrance hall above the window (Headlands)

### **Risk Assessment**

We carry out written risk assessments for the premises, activities, equipment and outings. Risk assessments are reviewed:

- Regularly
- Following accidents or incidents
- When there are changes to the environment or activities
- Daily visual checks are completed before children arrive.

## **Awareness Raising and Training**

Health and safety forms part of staff and volunteer induction, including:

- Safe lifting and handling
- COSHH
- Fire safety
- Employee wellbeing
- Induction records are signed and retained.
- Health and safety is discussed at staff meetings and included in annual training plans.
- Parents are informed of health and safety arrangements.
- We operate a no-smoking and no-vaping policy.
- Children are taught about safety through routines, discussions and planned activities.

## **Safety of Adults**

- Guidance is provided on safe lifting, moving and erecting equipment.
- Suitable equipment (e.g. steps, ladders) is provided when working at height.
- Warning signs are clear and accessible.
- Adults do not remain alone in the building or leave alone after dark.
- Staff sickness and accidents are recorded and reviewed termly.
- A COSHH record is maintained for hazardous substances.
- Cleaning chemicals remain in original containers and are stored securely.

## **Premises Safety**

- Doors: Measures are in place to prevent finger trapping.
- Floors: Floors are checked daily to ensure they are clean, dry and safe.

## **Electrical and Gas Safety**

- All equipment is regularly checked and maintained.
- Boiler and meter cupboards are inaccessible to children.
- Sockets, heaters and wiring are guarded.
- Water temperature is controlled to prevent scalds.
- Lighting and ventilation are adequate throughout the setting.

## **Storage**

- Resources are stored safely and accessibly.
- Equipment is stacked securely to prevent injury.

## **Outdoor Area**

- The outdoor area is securely fenced.
- Daily safety checks are completed.
- Hazardous plants, substances and tools are managed safely.
- Sand pits are covered when not in use and cleaned regularly.
- Outdoor play is supervised at all times.

## **Hygiene and Infection Control**

- We follow guidance from the UK Health Security Agency.
- Daily cleaning routines are in place.
- Toilets meet hygiene standards and include:
  - Hand washing and drying facilities
  - Nappy disposal arrangements
- Hygiene practices include:
  - Cleaning tables between activities
  - Regular toilet checks
  - Use of gloves and aprons
  - Clean spare clothing
  - Tissues and wipes

## **Activities and Resources**

- Equipment is suitable for children's ages and stages.
- Layouts allow safe movement.
- Equipment is checked regularly and maintained.
- Materials used are non-toxic.
- Physical play is supervised.
- Children are taught to use tools safely.
- Sleeping children are checked regularly.
- Faulty equipment is removed immediately.
- Large equipment disposal requires management approval.

## **Accidents, Incidents, and First Aid**

- All accidents, incidents and near misses are recorded.
- Parents are informed of accidents involving their child.

- Records are reviewed to identify trends.
- At least one paediatric first aid-trained person is on site at all times.
- First aid boxes are accessible and checked regularly.

### **Fire Safety and Emergency Procedures**

- A fire risk assessment is in place and reviewed regularly.
- Fire evacuation procedures are displayed.
- Fire drills are carried out and recorded at least termly.
- Emergency contact details are accessible at all times.

### **Security**

- Entry to the setting is controlled.
- Visitors sign in and are supervised.
- Unauthorised access is prevented.

### **Legal Framework**

This policy is informed by:

- Early Years Foundation Stage (EYFS) 2025
- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- Electricity at Work Regulations 1989
- Control of Substances Hazardous to Health (COSHH) Regulations 2002
- Manual Handling Operations Regulations 1992 (as amended)
- Health and Safety (Display Screen Equipment) Regulations 1992
- Regulatory Reform (Fire Safety) Order 2005

**Reviewed and updated February 2026**

## Information Sharing Policy

### **Policy Statement**

We recognise that parents have a right to know that the information they share with us will be treated confidentially, and to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) 2018, which are further explained in our Privacy Notice provided at registration.

### The six GDPR principles state that personal data must be:

- Processed fairly, lawfully, and transparently in relation to the data subject.
- Collected for specified, explicit, and legitimate purposes and not further processed in ways incompatible with those purposes.
- Adequate, relevant, and limited to what is necessary in relation to the purposes for which it is processed.
- Accurate and, where necessary, kept up to date.
- Kept in a form that permits identification of data subjects for no longer than necessary.
- Processed in a way that ensures appropriate security, including protection against accidental loss, destruction, or damage.

### We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest, including:

- To prevent a crime or intervene where one may be committed, or to prevent harm to a child or adult.
- If not sharing the information could result in a worse outcome than sharing it.

Group Provision: The responsibility for decision-making should not rely solely on an individual, but should have the support of the management team, which provides clear guidance, policy, and procedures to ensure all staff and volunteers understand their information sharing responsibilities and respond appropriately and in a timely manner to any safeguarding concerns.

## **Critical Criteria for Sharing**

### Information must be shared if any of the following apply:

- Where there is evidence that a child is suffering or at risk of suffering significant harm.
- Where there is reasonable cause to believe that a child may be suffering or at risk of suffering significant harm.
- To prevent significant harm to children, young people, or adults, including prevention, detection, and prosecution of serious crime.

## **Procedures**

Our procedures follow GDPR principles, the seven golden rules for sharing information (HM Government 2015), and guidance from the Local Safeguarding Children Board (LSCB).

### Legal Compliance:

- GDPR 2018 and human rights law are not barriers to justified information sharing but provide a framework for safe and lawful sharing.
- Our policy ensures guidance on sharing information within the setting and with external agencies.

### Transparency and Consent:

- Be open and honest with the individual and/or their family about why, what, how, and with whom information will be shared.
- Seek consent wherever possible, unless unsafe or legally obliged to share.
- Parents receive a copy of the Privacy Notice at registration, which explains these procedures.

### Seeking Advice:

- Staff seek guidance if unsure about sharing information, without disclosing identities unnecessarily.
- Concerns are discussed routinely in supervision and recorded in the child's file.
- Managers contact Children's Social Care or safeguarding partners if guidance is required.

### Sharing with Consent:

- Share information with consent where appropriate.
- Respect wishes not to share unless safety is at risk.
- Decisions are based on facts and legal obligations.

### Safety and Well-being:

- Information sharing decisions are made prioritising the safety and well-being of the child and others.
- All actions are recorded, including reasons for sharing and who received the information.

### Necessary, Proportionate, and Secure:

- Information shared is necessary, relevant, accurate, timely, and secure.
- Follow safeguarding record-keeping procedures in line with EYFS 2025 and Ofsted requirements.

### Record Decisions:

- Record all decisions to share or not share information, including reasons, recipients, and purpose.

### Consent

- Parents are informed at registration about when and why information may be shared.
- Written consent is requested for sharing information on additional needs, development summaries, or transition reports.
- Consent can be explicit (written or verbal) or implied where sharing is integral to the service.
- Consent can be withdrawn at any time.

### Decision Framework:

- Is there a legitimate purpose?
- Does the information identify a person?
- Is it confidential?
- Do we have consent?
- Is there a statutory duty or court order?
- Is there sufficient public interest to override refusal?
- Have decisions been properly recorded?

### Separated Parents:

- Consent is normally sought from the parent with whom the child resides.
- Where the child is looked after, the Local Authority may also be consulted.

## **Legal Framework – Updated 2025**

- General Data Protection Regulation (GDPR) 2018
- Human Rights Act 1998
- Children Act 1989 & 2004
- EYFS 2025 Statutory Framework – Safeguarding and Welfare Requirements
- Working Together to Safeguard Children 2018 & updates
- HM Government – Information Sharing: Advice for Practitioners (2015)

All undertakings above are subject to our paramount commitment to the safety and well-being of children. See also our Safeguarding Children and Child Protection Policy.

**Reviewed and updated March 2026**

## Intimate Care Policy

### **Policy Statement**

Haxby Playgroups aims to support children's care, welfare, and dignity on a daily basis in line with their individual needs. All care is provided in accordance with the EYFS 2025 Statutory Framework, Safeguarding and Welfare Requirements, and GDPR 2018.

All children need contact with familiar, consistent carers to ensure they grow confidently and feel self-assured. At times, children may need to be cuddled, encouraged, held, or offered physical reassurance. All intimate care routines will respect children's privacy, dignity, and rights as individuals, in line with current EYFS guidance and Ofsted expectations.

### **Procedures**

Intimate care routines are essential throughout the day to ensure children's basic and developmental needs are met. This may include:

- Nappy changing or supporting toilet training
- Changing clothes where required
- First aid treatment and administration of specialist medical support

### **Intimate Care Practice**

To maintain the child's privacy and dignity:

- Most intimate care routines are undertaken on a one-to-one basis with the child's Key Person wherever possible.
- First aid treatment will be conducted by a qualified first aider in line with EYFS 2025 statutory welfare requirements.

Our aim is to ensure the safety and welfare of children, safeguard against potential harm, and ensure staff can perform their duties safely and confidently.

### **Staff Responsibilities**

Staff involved in intimate care routines must:

- Promote consistent and caring relationships through the Key Person system, ensuring all parents understand how this works.
- Hold an up-to-date enhanced DBS (CRB) check and comply with safeguarding requirements.

- Be trained in intimate care methods, including specialist training if required (e.g., medical support, first aid, moving and handling).
- Receive thorough induction on all procedures for intimate care.
- Participate in supervision meetings and appraisals to identify development needs and training requirements.
- Work closely with parents to ensure continuity of care and education, sharing relevant information in a secure, confidential manner (in line with GDPR 2018 and the EYFS 2025 safeguarding requirements).
- Have an up-to-date understanding of safeguarding, including recognising signs of abuse, and the process for raising concerns promptly.
- Follow the whistleblowing policy to raise concerns about colleagues safely, ensuring the protection of children.
- Have their practice observed regularly by the manager to ensure procedures are correctly implemented and children are fully supported.
- Be trained in behaviour management strategies, where applicable.
- Work within risk-assessed, safe practice procedures for all aspects of intimate care.

### **Parental Involvement**

- Parents are fully consulted regarding their child's intimate care needs.
- Where specialist support is required, a meeting will be held with the parent to provide full guidance and information for staff.
- Parents are informed of all procedures in the prospectus and induction process.

### **Privacy, Confidentiality, and GDPR Compliance**

- All records related to intimate care are stored securely and shared only with those who need to know.
- Information about a child's intimate care routines is treated confidentially and shared with consent, unless safeguarding concerns require otherwise.
- Staff are trained to maintain confidentiality and respect children's rights under the EYFS 2025, GDPR 2018, and Ofsted safeguarding standards.

### **Raising Concerns**

- Any parent or staff member with questions or concerns about intimate care procedures should contact the manager or chair immediately.

Haxby Playgroups CIO

- Haxby Playgroups will ensure concerns are addressed promptly, with priority given to safeguarding and child welfare.

This policy reflects the most current EYFS 2025 Statutory Framework, Ofsted safeguarding requirements, and GDPR 2018 privacy obligations.

**Reviewed and updated March 2026**

## Keeping Children Safe Policy

### **Policy Statement**

Haxby Playgroup is committed to ensuring the safety, welfare, and protection of all children in our care. We recognise our responsibility to safeguard children, promote their well-being, and protect them from harm.

This policy sets out the procedures and expectations that all staff, volunteers, and visitors must follow to ensure children are safe at all times, in line with the EYFS 2025 statutory framework and current Ofsted guidance.

### **Aims**

- To create a safe and secure environment for all children.
- To ensure that all staff understand their safeguarding responsibilities and are trained to act appropriately.
- To prevent children from being exposed to harm, neglect, or abuse.
- To establish clear procedures for identifying and responding to safeguarding concerns.
- To comply with statutory safeguarding and welfare requirements, including EYFS 2025.

### **Safeguarding Commitment**

- All children have the right to protection from harm.
- Haxby Playgroup operates in accordance with statutory guidance for safeguarding children.
- Safeguarding is the responsibility of everyone at the setting, including staff, volunteers, and management.

### **Safer Recruitment and Staff Checks**

- All staff and volunteers undergo enhanced DBS checks, identity verification, and reference checks prior to employment. Records of these checks are securely maintained.
- Volunteers and students are supervised at all times.
- Recruitment procedures are designed to prevent unsuitable individuals from working with children, as required by EYFS 2025 safer recruitment guidance.
- Any breaches in safeguarding procedures by staff or volunteers may result in disciplinary action, including dismissal.

## **Supervision and Staff Deployment**

- Children are supervised at all times and must usually be within sight and hearing of staff; always at least within sight or hearing. EYFS 2025, 3.27–3.28.
- Staff ratios and deployment are planned to ensure children’s safety and effective supervision, including on outings.
- At least two staff members are present whenever children are on the premises.

## **Attendance and Absence Monitoring**

- Children’s attendance is monitored daily.
- Unexplained absences are followed up promptly with parents/carers.
- If the child cannot be located or contacted, additional emergency contacts are used, and, where necessary, referrals are made to external safeguarding agencies.

## **Emergency Contacts**

- Settings maintain at least two emergency contacts for each child.
- Emergency contacts are reviewed and updated regularly to ensure accuracy.

## **Risk Assessment and Security**

- Risk assessments are carried out for all areas, activities, and equipment to ensure children are not exposed to harm. These assessments are regularly reviewed.
- Secure entry and exit procedures are in place to prevent unauthorised access and ensure children do not leave unnoticed.
- Staff check the identity of all visitors before allowing access to the premises.
- Personal possessions of staff and volunteers are securely stored.

## **Designated Safeguarding Lead (DSL)**

- The DSL is responsible for overseeing safeguarding procedures and staff training.
- The DSL reports any concerns to local safeguarding partners as required.
- All staff know who the DSL and deputy DSL are and how to contact them.

## **Training**

- All staff receive induction and regular safeguarding training, updated at least every two years.
- The DSL receives additional training and maintains up-to-date knowledge of safeguarding best practice.
- Training is recorded and monitored, as required under EYFS 2025 Annex C.

### **Whistleblowing**

- Staff and volunteers can raise concerns about unsafe practice or safeguarding breaches without fear of reprisal.
- Concerns are reported to the DSL, Manager, or Committee Chair and investigated promptly.

### **Online Safety**

- Children are protected from online risks in the setting.
- Staff use only nursery-approved devices for photography, video, or online communication.
- Staff communicate with parents professionally, using setting email or telephone.

### **Monitoring and Review**

- This policy is reviewed at least annually or sooner if statutory guidance changes.
- All staff must read and acknowledge this policy.
- Records of safeguarding concerns, training, and risk assessments are maintained securely

**Updated for EYFS 2025**

**Reviewed and updated March 2026**

## Late Payment Procedure

### **Policy Statement**

To ensure the smooth running and sustainability of Haxby Playgroups we request you pay your invoice on time as per our Terms and Conditions.

### **Procedure**

The following procedure explains the process for payment and the various options to pay. We are happy to discuss any difficulties you may be experiencing in paying your invoice but if fees are not paid on time it may lead to your place at playgroup being suspended.

- Invoices will be issued a half term in advance and are due to be paid in 14 days.
- If your account is unpaid after the due date, you may be charged a late payment fee of £15.
- The outstanding invoice plus your late payment charge must be settled immediately.
- If, following all of the above, actions/arrangements have not been put in place, a letter will be sent informing you of the date your place at playgroup will be suspended.
- Please note that any bank charges incurred will be passed on to the parent.

**Updated and reviewed March 2026**

## Looked After Children Policy

### **Policy Statement**

Haxby Playgroup is committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

Children become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being and mental health. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works.

The Alliance maintains that it is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

We place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on attachment theory, resilience, and the EYFS 2025 principles of child development, safeguarding, and inclusion. The basis of this is to promote secure attachments in children's lives, the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of positive dispositions for learning.

## **Principles**

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- In exceptional circumstances, we offer places to two-year-old children who are in care, provided the child has been with the foster carer for at least two months and shows signs of having formed a secure attachment to the carer. The placement in the setting will last a minimum of three months.
- We offer places for funded three- and four-year-olds who are in care to ensure they receive their entitlement to early education in line with EYFS 2025 statutory framework. A minimum of one month with the foster carer and secure attachment is expected; placement will last a minimum of six weeks.
- We offer 'stay and play' provision for a child aged two to five who is still settling with their foster carer or temporarily looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for continuity.

## **Procedures**

- The designated person for looked after children is the designated safeguarding lead (DSL).
- Every child is allocated a key person before they start. The designated person ensures the key person has the information, support, and training necessary to meet the looked after child's needs.
- The designated person and key person liaise with social workers, local authority children's services, and other professionals to ensure relevant information is gained and shared appropriately.
- The setting recognises the local authority as the corporate parent and key agency in decisions regarding the child. Nothing changes without prior discussion and agreement with the child's social worker.
- At the start of a placement, a professional meeting is held to determine objectives and draw up a care plan incorporating the child's learning, emotional, and social needs. The care plan is reviewed at 2 weeks, 6 weeks, 3 months, and then every 3–6 months.
- The care plan considers:
  - Emotional needs and support
  - Behaviour management strategies
  - Culture, language, identity, and sense of self

- Sociability and friendship
- Interests, abilities, and learning pathways
- Any special educational needs and support required
- The care plan also addresses:
  - How information is shared with the foster carer, birth parents, and local authority, and how it is recorded securely in line with GDPR 2018
  - Contact arrangements with birth parents, including supervised contact if applicable
  - Reporting requirements
  - Inclusion of birth parents in planning or setting activities where appropriate, with social worker consent
- Settling-in follows the same EYFS 2025 principles as for all children, ensuring the foster carer acts as a secure base until the child forms a sufficient relationship with their key person.
- Observations during the first two weeks focus on well-being, sociability, and emotional regulation. Subsequent observations assess communication, interests, abilities, and progress in prime and specific areas of learning.
- Concerns about the child are noted in the child's file and shared with the foster carer; if concerns relate to the foster carer, these are reported to the child's social worker in line with safeguarding procedures.
- Regular contact is maintained with the social worker and foster carer through planned meetings.
- Transition to school is managed sensitively; the designated person or key person liaises with the school to pass on relevant information with consent from the child and agreement from birth parents and/or foster carers.

### **Legal and Framework References**

- Early Years Foundation Stage (EYFS 2025) Statutory Framework
- Ofsted Early Years Inspection Handbook
- Children Act 1989 and 2004
- Children and Families Act 2014
- Working Together to Safeguard Children 2023
- General Data Protection Regulations (GDPR 2018)
- Safeguarding and Welfare Requirements, EYFS 2025

## Making a Complaint

### **Policy statement**

- We believe 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 Haxby Playgroups and will give prompt and serious attention to any concerns about the running of the setting.
- This procedure is written in accordance with the Early Years Foundation Stage (EYFS) Statutory Framework 2025, Safeguarding and Welfare Requirements – Complaints, and reflects Ofsted expectations regarding complaints handling.
- We anticipate that most concerns will be resolved quickly, by an informal approach with the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of Haxby Playgroups to a satisfactory conclusion for all of the parties involved.

### **Procedures**

- All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request.
- In line with the EYFS Statutory Framework 2025, complaints relating to the fulfilment of EYFS requirements must be investigated and the complainant notified of the outcome within 28 days.
- A full procedure is set out in the Pre-school Learning Alliance publication Complaint Investigation Record (2012), which acts as the 'summary log' for this purpose.

### **Making a complaint**

- Stage 1
  - Any parent who has a concern about an aspect of Haxby Playgroups' provision talks over their concerns with our manager first of all.
  - Most complaints should be resolved amicably and informally at this stage.
  - We record the issue, and how it was resolved, in the child's file.
  - Where appropriate, a brief record will also be kept in the Complaints Log to ensure transparency and monitoring of recurring themes.
- Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed by our manager and signed by the parent.
- Haxby Playgroups stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, our manager may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, our manager meets with the parent to discuss the outcome.
- We inform parents of the outcome of the investigation within 28 days of making the complaint.
- If the complaint relates to safeguarding or a breach of EYFS 2025 requirements, Ofsted will be notified as required.
- When the complaint is resolved at this stage, we log the summative points in Haxby Playgroups' Complaint Investigation Record, which is made available to Ofsted on request.
- Stage 3
  - If the parent is not satisfied with the outcome of the investigation, they request a meeting with our manager and the chair. The parent may have a friend or partner present if they prefer, and our manager should have the support of the management team.
  - An agreed written record of the discussion is made, as well as any decision or action to take as a result. All 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, we log the summative points in Haxby Playgroups' Complaint Investigation Record.
  - A written record of meetings and agreed actions will be kept securely in line with data protection requirements.
- Stage 4
  - If at the stage three meeting the parent cannot reach agreement with us, we invite an external mediator 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 us to define the problem, review the action so far and suggest further ways in which it might be resolved.

- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. They can hold separate meetings with our staff 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 they give.
- Stage 5
  - When the mediator has concluded their investigations, a final meeting between the parent, our manager, and the chair 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 Ofsted, the Local Safeguarding Children Partnership and the Information Commissioner's Office**

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of Haxby Playgroups' registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the EYFS 2025 are adhered to.
- Ofsted must be notified of any serious complaints, allegations, or significant events that may affect the suitability of the provider or the provision, in line with EYFS 2025 notification requirements.
- Parents can complain to Ofsted by telephone or in writing at:
  - Ofsted National Business Unit,  
Piccadilly Gate,  
Store Street,  
Manchester  
M1 2WD  
Tel: 0300 123 1231
  - These details are displayed on Haxby Playgroups' notice board.
- If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children Partnership (LSCP).

- In these cases, both the parent and Haxby Playgroups are informed, and our manager works with Ofsted or the LSCP to ensure a proper investigation of the complaint, followed by appropriate action.
- The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us.
- All complaint records are stored securely in accordance with data protection legislation and confidentiality requirements.

## **Records**

- A record of complaints in relation to Haxby Playgroups, or the children or the adults working in Haxby Playgroups, is kept for at least three years; including the date, the circumstances of the complaint, and how the complaint was managed.
- Records are available for inspection by Ofsted on request.
- The outcome of all complaints is recorded in Haxby Playgroups' Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.

**Reviewed and updated March 2026**

## Managing Children Who Are Sick or Infectious.

(including reporting notifiable diseases)

### **Policy Statement**

At Haxby Playgroup we provide care for healthy children through preventing cross infection of viruses and bacterial infections.

### **Procedures for children who are sick or infectious**

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the parents are called and asked to collect their child, or send a known carer to collect the child on their behalf.
- A sick child observation form is started.
- If a child has a temperature, they are kept cool, by removing top clothing, but kept away from draughts.
- The child's temperature is taken using the ear thermometer, kept near the first aid box.
- In extreme cases of emergency, an ambulance must be called and the parent informed.
- Parents are asked to take their child to the doctor before returning them to the setting; the setting can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting if these are new antibiotics. Children who have previously taken the antibiotics before can return with the medication.
- After diarrhoea, parents are asked to keep children home for 48 hours.
- Children can return to the setting 24 hours from when their high temperature regulates.
- The setting has a list of excludable diseases and current exclusion times  
<https://khub.net/documents/135939561/735696704/HPECS+guidance+Exclusion+table.pdf/7829f6cb-6040-c703-b938-fb764683aaec>
- Activities will be risk assessed where there might be a risk of cross contamination, for example water play <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities> includes common childhood illnesses such as measles

### **Procedures for children who are injured**

- Parents must inform staff upon arrival if a child has sustained an injury outside of the setting and a pre-existing injury form completed on Family.

- If necessary a risk assessment should be done to determine if measures need to be put in place to support the child's return to the setting.

### **Reporting of 'notifiable diseases'**

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to the Health Protection Agency.
- <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/managing-outbreaks-and-incidents>
- When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

### **HIV/AIDS/Hepatitis procedure**

- HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- Single-use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/sludging clothing after changing.
- Soiled clothing is either bagged for parents to collect or thrown away.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; any cloths used are disposed of.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.
- Children do not share tooth brushes, which are also soaked weekly in sterilising solution.

### **Head lice**

- Head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

### **Insurance requirements**

- Insurance may not automatically include children with a disability / allergy so this will need to be checked with the insurance company before a child starts.

- For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from the insurance provider must be obtained to ensure it is valid. At all times we ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.

### **Oral medication**

- Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to our insurance provider. Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
  - We must have a Health Care Plan?Asthma Action Plan in place with clear written instructions on how to administer such medication.
  - We adhere to all risk assessment procedures for the correct storage and administration of the medication.
  - We must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to our insurance provider.
- Life-saving medication and invasive treatments:
  - These include adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).
- We must have:
  - a Health Care Plan in place and if necessary due to more complex needs a letter from the child's health professional, GP or Consultant stating the child's condition and what medication if any is to be administered;
  - written consent from the parent or guardian allowing staff to administer medication; and proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.

If we are unsure about any aspect, we contact the Early Years Alliance on 020 7697 2585 or email [membership@pre-school.org.uk](mailto:membership@pre-school.org.uk).

**Reviewed and updated March 2026**

## Medical Conditions (Including Asthma) Policy

### **Policy Statement**

We are committed to ensuring all children with medical conditions, including asthma, are fully supported to access learning, play and all aspects of provision safely and inclusively.

This policy is written in line with the EYFS Statutory Framework (Safeguarding and Welfare Requirements) and ensures compliance with Ofsted expectations regarding health, safety and inclusive practice. We work in partnership with parents, carers and health professionals to ensure effective care and risk management.

### **Legal and Statutory Framework**

This policy is based on:

- EYFS Statutory Framework – Safeguarding & Welfare Requirements
- Supporting Pupils with Medical Conditions (DfE guidance)
- Health and Safety at Work legislation
- Equality Act 2010

### **Admission of Children with Medical Needs**

We will:

- Not discriminate against a child with a medical condition.
- Ensure reasonable adjustments are made where required.
- Meet with parents prior to admission to gather medical information.
- Obtain written consent to administer medication.

### **Managing Asthma**

We follow guidance from Asthma + Lung UK.

For children diagnosed with asthma:

- An up-to-date Asthma Action Plan must be provided.
- Plans are reviewed at least annually or when needs change.
- A prescribed inhaler must be kept on site at all times.
- Inhalers are stored safely but accessible (not locked away).
- Staff are aware of triggers (e.g. cold air, exercise, allergens).
- Staff recognise signs of an asthma attack:

- Persistent cough
- Wheezing
- Shortness of breath
- Difficulty speaking

### **In the Event of an Asthma Attack:**

1. Sit child upright and remain calm.
2. Administer prescribed inhaler (usually 2 puffs via spacer).
3. Wait 5 minutes.
4. If no improvement, repeat dose.
5. Call 999 if symptoms worsen or no improvement after 10 puffs.
6. Inform parents immediately.

An incident record will be completed.

### **Administering Medication**

We will:

- Only administer medication with written parental consent.
- Check medication is in original packaging with pharmacy label.
- Record date, time, dose and staff signature.
- Store medication appropriately (refrigerated if required).
- Maintain staff training records.

At least one paediatric first aid trained staff member is present at all times.

### **Staff Training**

- All staff receive induction on medical needs procedures.
- Paediatric First Aid is renewed every 3 years.
- Additional condition-specific training is sought where required.
- Staff are aware of emergency procedures and documentation processes.

### **Trips and Outings**

- Asthma medication should always be taken on trips and outings
- The medication should be clearly labeled and state the child's name and the prescription label.

## **Risk Assessment**

Risk assessments are completed for:

- Outdoor play
- Physical activities
- Trips and visits
- Environmental triggers (dust, pollen, animals)

Control measures are reviewed regularly.

## **Partnership with Parents**

We will:

- Share information daily where necessary.
- Review healthcare plans together.
- Inform parents of any incidents immediately.
- Encourage open communication regarding changes in condition.

## **Monitoring and Review**

This policy will be reviewed annually or sooner if:

- There are changes to EYFS statutory requirements
- Ofsted guidance is updated
- A medical incident highlights areas for improvement

**Reviewed and updated March 2026**

## Missing Child Policy

### **Policy Statement**

At Haxby Playgroup, children's safety is our highest priority, both on and off the premises. Every attempt is made, through robust outings procedures and secure entrance/exit procedures, to ensure the safety of children is maintained at all times. In the unlikely event of a child going missing, our formal missing child procedure is followed.

This policy aligns with EYFS 2025 safeguarding and welfare requirements, including supervision, staff deployment, risk assessment, and Ofsted expectations for handling serious incidents.

### **Procedures**

#### Child Going Missing on the Premises

- As soon as it is noticed that a child is missing, the key person/staff alerts the setting manager immediately.
- The setting manager contacts the police and reports the child as missing, then contacts the parent/carer. A thorough search of the building and garden is carried out.
- The register is checked to ensure no other child is missing.
- Doors, gates, and other access points are checked to determine if a breach of security occurred.
- The setting manager interviews staff to establish when and where the child was last seen and records this in writing.
- The chairperson or management committee is contacted immediately to assist with investigation and ensure compliance with safeguarding protocols.

#### Child Going Missing on an Outing

- Staff immediately conduct a headcount with the remaining children, ensuring all are accounted for.
- One staff member searches the immediate vicinity only, without putting themselves at risk.
- The setting manager is contacted immediately (if not on the outing) and the incident is recorded.
- Police are contacted immediately if the child is not found.
- Parents/carers are informed and asked to make their way to the setting.
- Remaining children are safely returned to the setting.

- For indoor venues, venue security is contacted to assist with the search, and the police are informed if the child is not located.
- The chairperson or management representative is informed immediately to oversee the investigation.
- Staff may be advised by the police to stay at the venue until the situation is resolved.

### The Investigation

- Staff remain calm and ensure that other children are not made anxious or worried.
- The setting leader and management team speak with parents/carers, providing support and information.
- The chairperson carries out a full investigation, taking written statements from all staff involved.
- The key person/staff member prepares a detailed incident report including:
  - Date and time of the report
  - Staff and children present, and the designated staff responsible for the missing child
  - When and where the child was last seen
  - Actions taken since the child went missing
  - Estimated time the child went missing
- A conclusion is drawn regarding how the breach of security occurred.
- If the incident warrants, police handle further investigation and may involve children's social care if safeguarding concerns exist.
- The incident is reported under RIDDOR and the local authority Health and Safety Officer may investigate.
- Ofsted is informed if disciplinary action is required or the incident meets regulatory thresholds.
- Insurance providers are informed as required.

### Managing People

- Staff may experience anxiety and distress; support must be offered, especially to the key person or designated carer.
- Parents may be upset or angry; two members of staff (including the setting leader and chairperson or management representative) should handle the discussion. Aggression or threats are not tolerated, and police involvement is required if necessary.
- Remaining children should be supported and reassured; staff must avoid discussing the incident in front of them.

- Counselling and support should be offered to staff following serious incidents.
- Staff must not communicate with the press without advice from the chairperson or management.

**Key Updates Highlighted for EYFS 2025 and Ofsted Compliance:**

- Emphasis on supervision and staff deployment during all activities and outings.
- Mandatory immediate police contact for any missing child.
- Detailed record-keeping and incident reporting, including staff statements, times, and security checks.
- Involvement of DSL/management and parents as part of safeguarding procedures.
- Follow-up with RIDDOR, local authority, and Ofsted as required.
- Support for staff and children, maintaining calm and safeguarding well-being.

**Updated for EYFS 2025 and Ofsted Guidance**

**Reviewed and updated March 2026**

## Mobile Phone, Tablets, Smart Watches, Online Safety, Acceptable Use, and Social Networking Policy

### **Policy Statement**

Haxby Playgroups is committed to safeguarding the welfare of children by promoting appropriate, acceptable and safe use of information and communication technology, including mobile phones, tablets, smart watches, and social networking. All staff must understand their safeguarding responsibilities regarding technology use and report any concerns to the Designated Safeguarding Lead (DSL) or Committee Chair. This policy should be read alongside the Whistleblowing Policy.

### **Mobile Phones/Smart Watches**

It is to be recognised that studies consistently indicate that imposing rigid regulations and/or 'bans' on the actions of others are counterproductive and should be avoided. Such imposition will lead to a culture of suspicion, uncertainty, and secrecy. An agreement of trust is therefore to be promoted regarding the use of mobile phones and smart watches in the setting.

- Staff mobile phones and smart watches must be stored securely in staff trays (RB) or mobile phone boxes (Headlands) while on the premises.
- Staff must ensure that the setting's contact number is known to family and emergency contacts.
- Personal devices may be taken on outings and at Forest School for emergency use but **cannot be used to take photographs of children.**
- Staff devices must not contain inappropriate or illegal content, and access to work emails must comply with GDPR.
- Devices must be secured via passcode or two-factor authentication. Loss must be reported immediately to the manager.
- Parents and visitors will be requested not to use their mobile phones whilst on the premises. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.
- Members of staff may not use their smart watch to receive calls or check messages whilst in the setting as this creates distraction and potential dangers.

- Members of staff must be vigilant of others checking their smart watches and remind them of the policy and procedures of the safe wearing of a smart watch.

## **Tablets**

- To comply with the General Data Protection Regulation 2018, we ensure that any photographs or recordings taken of your children at Haxby Playgroups are only done with prior written permission from each child's parent/guardian. This is gained when each child is registered and is updated on a regular basis to ensure that this permission still stands.
- The use of personal cameras/tablets and video recorders is prohibited at all times.
- All staff are responsible for the location of pre-school tablets.
- Tablets must be locked away at the end of every day.
- Under no circumstances must cameras/tablets of any kind be taken into the toilets without prior consultation with the named Designated Safeguarding Officers. If photographs need to be taken in the toilet area i.e. (photographs of children washing their hands) then the Safeguarding Officers must be told and staff supervised whilst carrying out this kind of activity. At all times the camera/tablet must be placed in a prominent place where it can be seen.
- Children may on occasion be given the opportunity to photograph each other and their surroundings. This practice may occur during off-site activities and for most children it will be normal practice to take photographs to record a trip or event.
- Children also have access to cameras and tablets within the setting environment to support their learning and development needs. These activities will be encouraged in a safe and enabling environment.
- Children's Learning Journeys or photographs of the children to support records done at home must be signed out of the playgroup.
- Parental permission should be sought to take and use photographs off site for professional, marketing, and training purposes.
- Parents are not permitted to use any recording device or camera on the pre-school premises without the prior consent of the Manager.
- We only store images during the period a child is with us. If we would like to use any images after this date we will seek additional permission.

## **Social Networking and Online Safety**

- Staff must not post content on social media that could bring Haxby Playgroups into disrepute or offend staff, parents, or carers.

- Communication with parents/carers must occur via official channels (work email or telephone). Social media contact initiated by parents must be reported to the DSL.
- Staff must not use personal social media or email accounts for professional communication with parents/carers.
- Pre-existing relationships with parents/carers must be discussed with the DSL or manager, with guidance and boundaries recorded.
- Staff must adhere to government guidance on social networking and online communication to maintain safe and professional boundaries.

**Reviewed and updated January 2026**

## No Smoking and No Vaping Policy

### **Policy Statement**

At Haxby Playgroups we comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no smoking and no vaping environment – both indoors and outdoors.

### **Procedures**

- All staff, parents and volunteers are made aware of our No Smoking and No Vaping Policy.
- The No Smoking and No Vaping Policy is stated in our information for parents.
- Staff who smoke / vape do not do so during working hours, unless on a break and off the premises.
- Staff who smoke / vape during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

### **Legal Framework**

The Smoke-free (Premises and Enforcement) Regulations (2006)

The Smoke-free (Signs) Regulations (2012)

**Reviewed and updated March 2026**

## Nutrition, Food, and Meal Time Policy

### **Policy Statement**

Haxby Playgroup is committed to ensuring that the food provided supports the development of healthy eating practices. We know that the food children eat at a young age plays a huge role in what they will eat later in life as children's eating habits are formed a very early. We understand the important role we play in helping children to develop a healthy and positive approach to eating. We aim for meal times to be enjoyable social occasions, providing an opportunity to encourage good communication skills and language development.

### **Procedure**

We will ensure that:

- There is an area which is adequately equipped and hygienic to provide balanced and healthy snacks for the children.
- All staff responsible for the preparing and handling of food will receive training in Food Handling.
- We provide nutritious food at snack times, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings.
- We will include servings of fresh seasonal fruit and vegetables.
- Parents will be given information on healthy packed lunch ideas.
- Fresh drinking water will be constantly available and frequently offered to children.
- Individual dietary requirements will be respected. Before a child starts the setting we will gather information from parents regarding their dietary needs including any allergies. Where appropriate we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual diet plan for their child.
- Staff will show sensitivity in providing for children's diets and allergies. They would 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.
- Staff will set a good example and eat with the children and show good table manners. Meal and snack times will be organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children will be encouraged to use good manners and say 'Please' and 'Thank you' and conversation will be encouraged.

- Staff will use meal and snack times to help promote children to develop independence through making choices, serving food and drink, and feeding themselves.
- Any child who shows signs of distress at being faced with food he/she does not like will have their food removed without any fuss.
- Children who refuse to eat at the mealtime will be offered food later in the day.
- Children who are slow eaters will be given time and not rushed.
- Quantities will take account of the ages of the children.
- We will promote a positive attitude to healthy eating through play opportunities, cooking and discussions.

Drinks we will provide:

- Plain still water will be available to the children throughout the day.
- Milk and plain still water will be offered with snacks.

To encourage good eating habits we will:

- Make meal times an enjoyable, social occasion.
- Children will be encouraged to participate in the preparation of snacks when appropriate.
- Promote healthy eating using resources within the setting.
- A variety of healthy options is made available and new tastes will be actively encouraged.

**Reviewed and updated February 2026**

## Outdoor Play Policy

### **Policy Statement**

At Haxby Playgroup, we recognise that outdoor play is essential for children's physical health, emotional well-being, and holistic development. Children benefit from fresh air, physical activity, and opportunities for exploration and creativity.

We aim to provide a stimulating and safe outdoor environment that supports child-led play and sustained engagement, allowing children to develop skills over time in line with EYFS 2025 learning and development requirements.

This policy reflects EYFS 2025 welfare requirements and Ofsted expectations for safety, supervision, risk assessment, and supporting children's development outdoors.

### **Procedures**

#### Clothing and Protection

- The setting provides suitable sunhats, sunscreen, and water to allow safe outdoor play in warm weather.
- Parents are asked to provide appropriate winter clothing such as hats, gloves, and warm socks.
- Staff will check children's clothing and footwear before outdoor play to ensure comfort and safety.

#### Supervision and Staffing

- At least one supervising adult is a regular member of staff familiar with the children.
- Staff ratios comply with EYFS 2025 statutory requirements, ensuring children are always adequately supervised.
- Staff deployment is dynamic, moving around the outdoor area to monitor all children and respond to potential hazards.
- Staff remain alert to any safeguarding risks, including unauthorised visitors, unsafe play, or concerning behaviour.

#### Risk Assessment

- A brief risk assessment is conducted before children go outdoors.

- Dynamic risk assessments are carried out during outdoor play, especially during child-led activities. EYFS 2025 emphasises ongoing risk management as part of safeguarding and welfare requirements (3.64–3.67).
- Play equipment is checked for safety, and staff supervise use to prevent accidents.
- Any hazards identified are addressed immediately or the area is restricted until it is safe.

### Outdoor Play Practices

- Children are encouraged to lead their own play, supported by staff who facilitate learning and exploration.
- Staff provide open-ended resources and opportunities for physical, imaginative, and sensory play.
- Children's interactions and learning outdoors are observed and recorded to support their development and to plan next steps, in line with EYFS 2025 learning goals.
- Outdoor play is used to support children's personal, social, and emotional development, including resilience, risk-taking in a safe environment, and cooperative play.

### Returning Indoors

- When returning to the building, staff check all outdoor areas thoroughly to ensure no children remain outside.
- Children are accounted for via registers and headcounts, following EYFS 2025 welfare and safeguarding expectations.
- Any incidents or near-misses are recorded and reviewed to prevent future risks.

### Safeguarding and Health & Safety

- Staff monitor all children continuously for signs of fatigue, illness, or injury.
- Outdoor play areas are secure, with gates and fencing checked regularly to prevent unauthorised access or children leaving unnoticed.
- Any serious incidents or safeguarding concerns are reported immediately to the DSL and follow EYFS 2025 reporting and Ofsted notification procedures.

**Updated for EYFS 2025 and Ofsted Guidance**

**Reviewed and updated February 2026**

## Parental Involvement and Home Learning Policy

### **Policy Statement**

At Haxby Playgroup, we believe children benefit most from early years education and care when parents and the setting work together in genuine partnership. Our aim is to support parents as their child's first and most important educators by involving them in their child's learning, including home learning activities, and the full life of the setting. We also aim to support parents in their own continuing education and personal development.

We recognise that some parents are less well represented in early years settings, including fathers, parents who live apart from their children, working parents, and those with English as an additional language. All parents will be included fairly and equitably, in line with EYFS 2025 welfare and safeguarding requirements.

When we refer to 'parents' we mean mothers, fathers, step-parents, same-sex parents, foster parents, and parents who do not live with their children but play an active role in their lives. EYFS 2025 emphasises the importance of partnership with parents in supporting children's learning and development both at the setting and at home, as well as parental engagement in safeguarding and welfare matters.

### **Procedures**

#### Inclusion and Communication

- We ensure all parents are included through engagement strategies tailored to fathers, working parents, non-resident parents, and families with additional needs.
- Ongoing consultation with parents ensures that communication meets their needs and allows participation in their child's learning.
- Staff maintain regular dialogue with parents to improve understanding of the child's needs and to provide support for families.

#### Information Sharing and Safeguarding

- Parents are informed about the setting's operation, policies, and procedures, including:
  - Safeguarding and Child Protection
  - Prevent Duty responsibilities
  - Health, safety, and welfare procedures

- Complaints procedures
- Confidentiality is maintained in line with GDPR and EYFS 2025, except where there is risk of significant harm.
- Specific parental consent is sought for:
  - Medication administration
  - Emergency medical treatment
  - Outings
  - Photographs for records or learning documentation
- Expectations of parental participation are communicated at registration.

### Parental Involvement in Learning

- Parents are actively involved in their child's learning and development, including opportunities to engage in home learning activities designed to extend play, literacy, numeracy, and other skills outside the setting.
- Home learning is shared through learning journals, newsletters, or digital platforms, allowing parents to support their child's learning at home.
- Parents are provided with guidance on how to create a supportive home learning environment and encouraged to share observations and outcomes with staff.
- Staff work with parents to link learning at the setting and at home, supporting continuity and reinforcing EYFS 2025 learning goals.
- Home learning activities are tailored to the child's interests and developmental stage, promoting engagement, confidence, and parental involvement.
- Parents are encouraged to contribute ideas for home learning and share skills or cultural knowledge that enrich learning experiences.

### Shared Record Keeping and Developmental Support

- Parents are involved in shared record keeping, accessing developmental records and learning journals.
- Staff collaborate with parents on special educational needs plans or child protection plans, implementing agreed actions both at home and at the setting.
- Parents are informed of and encouraged to participate in learning workshops, training sessions, and family engagement events, supporting their own learning and well-being.

### Flexibility and Accessibility

- Meetings, activities, and home learning guidance are scheduled flexibly to avoid excluding parents.
- Support is provided for parents with additional needs, English as an additional language, or basic skills requirements, including interpreters and translated materials.
- Venues for meetings or events are accessible and appropriate for all families.

### **Compliance with Safeguarding and Welfare Requirements (EYFS 2025)**

- Documentation in place includes:
  - Admissions Policy
  - Complaints Procedure and Record of Complaints
  - Developmental Records of Children
  - Safeguarding and Child Protection Policy
  - Information Sharing Policy
  - Home Learning Guidelines and Records

### Key Updates for EYFS 2025 and Ofsted Compliance:

- Parents are actively involved in safeguarding, welfare, and learning decisions.
- Parental consent and collaboration are emphasised for all aspects of care and education.
- Home learning is formally integrated to extend children's learning beyond the setting and link to EYFS 2025 learning goals.
- Communication strategies ensure inclusivity for fathers, non-resident parents, and families with additional needs.
- Observation, assessment, and sharing of learning are linked between home and setting to support continuity.
- Evidence of parental engagement and consultation supports Ofsted inspections and demonstrates partnership in children's learning and development.

**Updated and reviewed March 2026**

## Recording and Reporting of Accidents, Pre-Existing Injuries, and Incidents Policy

### **Policy Statement**

At Haxby Playgroup, we follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 (as amended) for reporting accidents and incidents. Child protection matters or behavioural incidents between children are recorded separately under the Safeguarding Children Policy.

EYFS 2025 requires that all accidents, injuries, and incidents are recorded promptly, reported to parents, and analysed to maintain a safe environment. Ofsted expects clear, documented procedures and evidence of follow-up.

All accidents, incidents, and pre-existing injuries are now recorded digitally via the Family app to ensure accurate reporting, secure record keeping, and timely communication with parents, management, and relevant authorities.

### **Procedures**

#### Immediate Action

- Ensure the safety of all children and staff immediately.
- Provide first aid if required.
- Alert the setting manager/DSL if required.
- Call emergency services (999) if necessary for serious injuries or life-threatening incidents.

#### Recording Accidents, Incidents, and Pre-Existing Injuries

- All records must be completed in the Family app as soon as possible.
  - Select the child/children involved.
  - Specify the type of event: Accident, Incident, Pre-existing Injury, or Near Miss.
  - Record the date, time, and location of the event.
  - Describe clearly what happened, including:
    1. What the child was doing
    2. Observations by staff
    3. First aid or actions taken
    4. Witnesses

- Attach photos if relevant and safe to do so (avoid sensitive images).
- Mark if parents were informed (yes/no) and method of communication.
- For pre-existing injuries observed at arrival:
  1. Record details in Famly
  2. Discuss with parents and document explanation
  3. Ensure parent acknowledgment via digital signature or Famly comment
  4. Do not assume the injury occurred at the setting, protecting children and staff

### Notifying Parents

- Parents must be informed as soon as possible for all accidents, injuries, or incidents.
- Use Famly notifications, phone, or in-person communication.
- Record parent acknowledgment in Famly.

### Escalation and Reporting

- Ofsted must be notified within 14 days of:
  - Food poisoning affecting two or more children in care
  - Serious accident or injury to a child in care
  - Death of a child in care
- Local safeguarding agencies are informed of serious accidents, injuries, or deaths, and advice is followed.
- Environmental Health is notified for food poisoning outbreaks affecting 2+ children or adults.
- RIDDOR reporting to the Health and Safety Executive (HSE) includes:
  - Work-related accidents resulting in hospitalisation of a child or adult
  - Work-related injury causing staff absence of 7 consecutive days
  - Reportable work-related disease or illness
  - Deaths of children or adults connected to work activities
  - Dangerous occurrences (e.g., gas leak, structural failure, fire)
- All RIDDOR reportable incidents are recorded and escalated via Famly to ensure compliance, traceability, and secure storage.

### Incident Book and Major Events

- Major incidents are recorded in the Health and Safety file, including:
  - Break-ins, burglaries, thefts
  - Unauthorised access to premises
  - Fires, floods, gas leaks, electrical failures

- Attacks on staff or parents
- Racist incidents involving staff or families
- Notifiable diseases or outbreaks of food poisoning
- Deaths of children or adults
- Terrorist attacks or threats
- Record date, time, nature of incident, persons affected, actions taken, police involvement (crime number if applicable), and follow-up or insurance claims.
- Emergency procedures, including Fire Safety and Evacuation Policy, are followed, and staff are responsible for their key children.

### Review and Analysis

- Follow up all accidents and incidents, providing ongoing support to children and staff.
- Record any additional actions in Family (e.g., further medical attention, safeguarding referrals).
- Half-termly review of accidents, incidents, and pre-existing injuries is conducted to identify patterns or hazards.
- Use Family reports to inform risk assessments, staff training, and policy updates, in line with EYFS 2025 and Ofsted guidance.

### **Legal Framework**

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 (As Amended)
- EYFS 2025 statutory framework, Safeguarding and Welfare Requirements
- Health and Safety at Work Act 1974
- Ofsted Early Years Inspection Handbook – Serious Incidents Guidance
- Children Act 1989 – duty of care for children in early years settings

**Reviewed and updated March 2026**

## Records, Data Protection, and Confidentiality Policy

### **Policy Statement**

At Haxby Playgroup, we are committed to maintaining accurate, secure, and confidential records for children, families, and staff, in line with statutory requirements including Ofsted registration, the Early Years Foundation Stage (EYFS 2021), and GDPR (2018). This policy covers:

- Records and documentation (registration, contracts, financial, staff, health and safety)
- Privacy notice obligations (how we collect, store, and use personal information)
- Confidentiality (staff responsibilities and limits on sharing information)
- Client/parent access to records (how individuals can request their data)
- Information sharing (legal and safeguarding requirements for sharing data)

All staff are responsible for ensuring records are accurate, secure, and handled appropriately.

### **1. Purpose and Scope**

This policy ensures that:

- Children's, parents', and staff data is collected, stored, and used lawfully.
- Confidential information is protected against unauthorized access, loss, or misuse.
- Families have clear procedures to access their records.
- Staff understand their responsibilities regarding sharing information safely and legally.

This policy applies to all staff, volunteers, trustees, and students at Haxby Playgroup.

### **2. Definitions**

Personal data: Any information that identifies an individual (e.g., name, address, contact details).

Sensitive data: Includes health, safeguarding, or staff employment information.

Confidential information: Any data shared in trust that is not for public access.

### **3. Records and Documentation Procedures**

- We maintain records for:
- Registration with Ofsted and regulatory bodies.
- Contracts, leases, and service agreements.
- Financial records (income, expenditure, audits).
- Health and safety documentation, including risk assessments and inspections.
- Staff employment records, including contracts, training, and contact details.

- Children's records, including personal details, assessments, observations, and progress reports.
- Other adults in regular unsupervised contact with children, including volunteers.
- Procedures:
- Records are kept securely, both digitally (password protected) and physically (locked cabinets).
- Files are organized, up-to-date, and retained according to statutory guidance.
- Financial and audit records are maintained for transparency and inspection purposes.
- Ofsted registration and insurance certificates are displayed prominently.
- Staff records are confidential and only accessible to authorized personnel.
- We notify Ofsted of:
- Changes to the premises, address, or contact information.
- Changes affecting space or quality of childcare provision.
- Changes to management or significant events affecting suitability.
- Other events as required under the EYFS 2021.

#### **4. Privacy Notice**

- We collect personal information for the purpose of:
- Providing early years education and care.
- Meeting legal obligations, including safeguarding and staff employment requirements.
- Maintaining records for Ofsted and EYFS compliance.
- We only share personal information when:
- Legally required, such as safeguarding concerns.
- With parental consent for routine matters (e.g., photos, newsletters).
- With other professionals for a child's wellbeing (e.g., health visitors, social care).
- Individuals have the right to:
- Access their data.
- Request corrections to inaccurate information.
- Withdraw consent where applicable.
- Understand how their data is used and stored.

#### **5. Confidentiality**

- All staff must maintain confidentiality regarding children, families, and colleagues.
- Information is only shared on a need-to-know basis.

- Confidentiality may be overridden for safeguarding purposes in line with statutory guidance.
- Breaches of confidentiality may result in disciplinary action.

## **6. Client/Parent Access to Records**

- Parents and guardians have the right to:
- Request access to their child's records in writing.
- Receive copies or summaries of relevant information.
- Request corrections to personal data if inaccurate.
- Procedures:
- Requests are responded to within one month, in line with GDPR.
- Sensitive or staff-related information is redacted as required.
- Records are shared securely, ensuring confidentiality is maintained.

## **7. Information Sharing**

- Information is shared lawfully and appropriately, including:
- With consent of the individual or parent/guardian.
- Without consent, if required for safeguarding, legal obligations, or serious harm prevention.
- With other professionals to support a child's welfare and development.
- Staff follow the Haxby Playgroups Information Sharing Guidelines, which reflect EYFS and statutory safeguarding requirements.

## **8. Legal Framework**

General Data Protection Regulation (GDPR) 2018

Human Rights Act 1998

Statutory Framework for the Early Years Foundation Stage (EYFS 2021)

Data Protection Act 2018

Working Together to Safeguard Children 2018

## **9. Key Staff Responsibilities**

Management Team: Overall responsibility for records and compliance.

All Staff: Maintaining confidentiality, accurate records, and lawful information sharing.

Designated Safeguarding Lead: Ensuring safeguarding data is shared appropriately.

## 10. Records Retention and Responsibility Table

<b><u>Record Type</u></b>	<b><u>Retention Period</u></b>	<b><u>Responsible Staff</u></b>	<b><u>Notes / GDPR Considerations</u></b>
<b>Ofsted Registration &amp; Certificates</b>	Indefinitely	Manager / Trustees	Display certificates prominently; update on renewal.
<b>Lease Agreements &amp; Contracts (Premises, Services, Goods)</b>	7 years after expiry	Manager / Trustees	Maintain securely in locked cabinet; digital copies encrypted.
<b>Financial Records (Income, Expenditure, Audit)</b>	6 years	Manager / Finance Officer	Ensure accuracy; retain for audit purposes.
<b>Risk Assessments &amp; Health &amp; Safety Documentation</b>	Minimum 3 years	Manager / Health & Safety Lead	Include inspections, checks, guidance; review annually.
<b>Employment Records (Staff Contracts, Personal Details, Training)</b>	6 years after employment ends	Manager / HR Officer	Keep securely; GDPR compliant; include DBS & qualification records.
<b>Children’s Personal Records (Admissions, Contact, Health, SEN, Observations, Progress Reports)</b>	Until child reaches 25 years old (or local authority guidance)	Manager / Room Leaders	Maintain confidentiality; share only with consent or safeguarding need.
<b>Parent / Guardian Communications &amp; Consent Forms</b>	6 years after child leaves	Manager / Room Leaders	Includes permission slips, media consent, GDPR notices.
<b>Safeguarding &amp; Incident Records</b>	Minimum 25 years or per local authority guidance	Designated Safeguarding Lead	Access strictly limited; follow EYFS & safeguarding regulations.
<b>Visitors / Volunteers Logs (Unsupervised Contact)</b>	6 years	Manager / Safeguarding Lead	Maintain staff and volunteer checks; ensure GDPR compliance.
<b>Policies &amp; Procedures (Current &amp; Previous Versions)</b>	Until superseded + 3 years	Manager / Trustees	Keep for reference and inspection purposes.

<b>Insurance Certificates (Public Liability, Employer's Liability)</b>	40 years (recommended for liability claims)	Manager / Trustees	Keep updated and display public certificates.
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**Key Notes:**

- Digital records must be stored securely with restricted access and strong passwords.
- Paper records must be kept in locked cabinets with limited access.
- All staff must follow confidentiality and GDPR guidelines.
- Retention periods may be extended for legal or safeguarding reasons.
- Regular annual audit of all records is recommended to ensure compliance

**Reviewed and updated January 2026**

## Safer Recruitment Checklist (EYFS 2025)

Setting name: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Job title: \_\_\_\_\_

Recruitment reference: \_\_\_\_\_

### Pre-Application & Advertising

Requirement	Yes / No	Date	Checked by
Job description and person specification reviewed and current	<input type="checkbox"/>		
Safeguarding responsibilities included in job description	<input type="checkbox"/>		
Advert wording checked for equality and inclusivity	<input type="checkbox"/>		
Vacancy advertised appropriately	<input type="checkbox"/>		

### Application Stage

Requirement	Yes / No	Date	Checked by
Application form completed (CV not accepted alone)	<input type="checkbox"/>		
Full employment history provided	<input type="checkbox"/>		
Gaps in employment identified and explained	<input type="checkbox"/>		
Declaration of criminal convictions completed (where applicable)	<input type="checkbox"/>		
Childcare disqualification declaration completed	<input type="checkbox"/>		
Equality monitoring form offered (voluntary)	<input type="checkbox"/>		

**Shortlisting**

<b>Requirement</b>	<b>Yes / No</b>	<b>Date</b>	<b>Checked by</b>
Shortlisting panel identified	<input type="checkbox"/>		
Conflict of interest declarations completed	<input type="checkbox"/>		
Shortlisting based on job/person specification	<input type="checkbox"/>		
Shortlisting scores recorded	<input type="checkbox"/>		

**Interview & Selection**

<b>Requirement</b>	<b>Yes / No</b>	<b>Date</b>	<b>Checked by</b>
Interview panel identified	<input type="checkbox"/>		
Safeguarding question included	<input type="checkbox"/>		
Candidate identity verified at interview	<input type="checkbox"/>		
Interview notes completed and retained	<input type="checkbox"/>		
Selection decision recorded	<input type="checkbox"/>		

**Conditional Offer**

<b>Requirement</b>	<b>Yes / No</b>	<b>Date</b>	<b>Checked by</b>
Written conditional offer issued	<input type="checkbox"/>		
Terms and conditions provided	<input type="checkbox"/>		
Candidate consent obtained to seek references	<input type="checkbox"/>		

**Pre-Employment Checks (MUST be completed before unsupervised work)**

Requirement	Yes / No	Date	Checked by
Enhanced DBS check requested	<input type="checkbox"/>		
DBS certificate number recorded	<input type="checkbox"/>		
Barred list check confirmed	<input type="checkbox"/>		
Identity documents verified	<input type="checkbox"/>		
Right to work in the UK verified	<input type="checkbox"/>		
Original qualifications seen and copied	<input type="checkbox"/>		
Two written references received	<input type="checkbox"/>		
At least one reference confirms suitability to work with children	<input type="checkbox"/>		
References verified / followed up if required	<input type="checkbox"/>		
Overseas checks completed (if applicable)	<input type="checkbox"/>		
Childcare disqualification status confirmed	<input type="checkbox"/>		

**Supervision & Start Date**

Requirement	Yes / No	Date	Checked by
All checks complete before unsupervised work	<input type="checkbox"/>		
Supervision arrangements in place if checks pending	<input type="checkbox"/>		
Start date authorised	<input type="checkbox"/>		

**Induction & Safeguarding**

Requirement	Yes / No	Date	Checked by
Safeguarding & child protection training completed	<input type="checkbox"/>		
Safeguarding policies issued and explained	<input type="checkbox"/>		
DSL identified to staff member	<input type="checkbox"/>		
Probationary period commenced	<input type="checkbox"/>		

**Record Keeping & Compliance**

Requirement	Yes / No	Date	Checked by
Single Central Record updated (if applicable)	<input type="checkbox"/>		
Personnel file created	<input type="checkbox"/>		
Safer recruitment records stored securely	<input type="checkbox"/>		
Records available for Ofsted inspection	<input type="checkbox"/>		

**Final Sign-Off**

Recruitment checks completed and compliant with EYFS 2025

Name: \_\_\_\_\_

Role: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Reviewed and updated March 2026

## Recruitment and Selection Policy

### **Policy Statement**

Haxby Playgroups is committed to safeguarding and promoting the welfare of children at all times. We ensure that all staff and volunteers are suitable, appropriately qualified, and trained for their roles. Our recruitment process reflects our commitment to safer recruitment, equality of opportunity, and compliance with EYFS 2025 safeguarding and welfare requirements.

This policy applies to all staff, including relief workers, volunteers, and childminder assistants. All recruitment decisions are made in line with Ofsted expectations, employment law, and statutory guidance on safeguarding, including EYFS 2025 and Keeping Children Safe in Education (2023).

### **Safer Recruitment Commitment**

Our recruitment procedures ensure:

- All adults working in the setting are qualified, experienced where appropriate, and suitable to work with children.
- At least one panel member is trained in Safer Recruitment within the last three years.
- Robust pre-employment checks are carried out on identity, qualifications, employment history, right to work in the UK, criminal record (enhanced DBS), and references.
- No individual begins work with children until all checks are complete and satisfactory, in line with EYFS 2025 statutory welfare requirements.

### **Recruitment Procedure**

#### Planning the Process

- A recruitment need is identified to address staffing gaps.
- A recruitment panel is formed, including at least one member trained in safer recruitment.
- Job descriptions and person specifications are reviewed and aligned with EYFS 2025 staff requirements.
- A recruitment timeline is created, including advertising, shortlisting, interview scheduling, and anticipated start dates.
- Advertisements are agreed upon and placed in reputable sources.

### Advertising

- All adverts include a safeguarding statement and confirm that roles are subject to enhanced DBS checks.
- Applicants provide at least two referees, one of whom should ideally be a current or most recent employer covering the last three years.
- Recruitment packs include:
  - Setting information sheet
  - Application form
  - Job description and person specification
  - Safeguarding policy
  - Equal opportunities monitoring form

### Application and Shortlisting

- Applicants are assessed against the person specification.
- Shortlisted applicants receive written confirmation and interview invitation.
- All applicants are informed of the outcome, whether successful or not.

### Interview Stage

- Candidates bring valid photo ID (passport or driving licence) and original qualification certificates.
- A minimum of one committee member sits on the interview panel.
- Value-based and competency-based questions focus on safeguarding, child development, and understanding of the EYFS.
- Practical assessments may evaluate interaction with children and practical skills.
- Interview scores are recorded and referenced to criteria for qualifications and experience.

### References and Pre-Employment Checks

- Two written references are obtained, including one from the current or most recent employer (or tutor if newly qualified).
- Referees must be senior personnel and cannot be family members or provide generic references.
- References must confirm suitability to work with children and include any substantiated safeguarding concerns or allegations
- References received electronically are verified for authenticity.

- Discrepancies between application and reference are investigated and resolved prior to employment.
- Telephone follow-ups are completed where necessary using a reference proforma.

#### Additional Checks Prior to Start

- Enhanced DBS check and Update Service check (if applicable)
- Verification of identity and qualifications
- Right to work in the UK check
- Completion of Staff Suitability Declaration Form
- Health declaration (if required)

#### Offer and Induction

- Offers are subject to satisfactory references and checks.
- New starters undergo an induction programme, including:
- Review and discussion of key policies (safeguarding, whistleblowing, health and safety, behaviour, etc.)
- Safeguarding and child protection training
- Introduction to routines, role expectations, and key documentation
- A 3-month probationary period applies, with progress reviewed regularly, and employment may be extended or withdrawn if standards are not met.

#### Ongoing Monitoring and Support

- Staff must immediately inform the Manager of any circumstances that may affect suitability to work with children.
- Termly supervisions are conducted to:
- Discuss training needs
- Review key children and their progress
- Address challenges or concerns
- Provide coaching and reflective support

#### Relief Staff and Volunteers

- All staff, including supply and volunteers, are subject to checks and induction.
- All relief staff and volunteers receive induction, read key policies, and complete safeguarding training.
- Before starting:

- Completion of application form and interview by at least one committee member
- Two satisfactory references obtained and verified
- Proof of eligibility to work in the UK
- Enhanced DBS check completed
- Relevant qualifications verified and copied
- Staff Suitability Declaration completed

### **Legal Compliance**

Haxby Playgroups complies with all legal requirements regarding recruitment under EYFS 2025, Ofsted expectations, and relevant employment law, including:

- Notifying the DBS or LADO if a staff member is disqualified or under investigation
- Maintaining detailed recruitment records for inspection
- Ensuring staff or their close family members inform management of any circumstances affecting safeguarding
- Compliance with Keeping Children Safe in Education (2023)
- Equality Act 2010
- Employment Rights Act 1996
- Health and Safety at Work Act 1974

**Reviewed and updated March 2026**

## Risk Assessment Policy

### **Policy Statement**

At Haxby Playgroup we believe that the health, safety and wellbeing of children is of paramount importance. We aim to provide a safe and healthy environment for children, parents, staff and volunteers by systematically identifying, assessing and managing risks, enabling children to thrive and learn safely. This policy is implemented in line with the Early Years Foundation Stage (EYFS) 2025 safeguarding and welfare requirements, the Health and Safety at Work etc. Act (1974) and the Management of Health and Safety at Work Regulations (1999).

This policy is based on the Early Years Alliance risk assessment processes, which follow five key steps:

- Identification of a risk: Where is it and what is it?
- Who is at risk: Children, staff, parents, volunteers, visitors, cooks, cleaners, contractors, etc.
- Assessment of the level of risk: Low, medium or high, taking into account both the likelihood of occurrence and the potential impact.
- Control measures to reduce or eliminate risk: What action is needed to reduce the risk?
- Monitoring and review: How effectiveness is checked and when assessments are reviewed or amended.

### **Procedures**

Our risk assessment process covers children, staff, parents, volunteers and visitors and includes:

- determining where written risk assessments are required to inform staff practice and to demonstrate how risks are managed, including when requested by parents and/or inspectors;
- checking for and identifying hazards and risks indoors and outdoors in relation to premises, equipment and activities;
- assessing the level of risk and identifying who may be affected;
- deciding which risks require immediate or planned action; and
- developing an action plan that identifies actions required, timescales, the person responsible and any resources or funding needed.

Risk assessments are documented, shared with relevant staff and reviewed regularly, and updated whenever there is a significant change. All risk assessments are kept in the Health and Safety File within the setting. We maintain a hazard identification sheet and health and safety checklists. We operate dynamic risk assessments before each session begins. Any identified risks are recorded and acted upon immediately.

### **Premises and Equipment Safety**

The manager ensures that gas, electrical and fire safety checks are carried out in line with statutory requirements and that records are maintained.

The manager ensures that staff are aware of risk assessments relating to fire safety, food safety, infection control and general premises safety.

### **Dynamic Risk Assessments in Practice**

The manager ensures that staff carry out dynamic risk assessments for daily work practices, including:

- changing children and toileting routines;
- preparation and serving of food and drinks;
- supporting children with allergies or medical needs;
- cooking and food preparation activities with children;
- supervising indoor and outdoor play, including climbing equipment;
- putting young children to sleep;
- the assessment, use and storage of specialist equipment for children with disabilities or SEND;
- the use, storage and disposal of hazardous substances, including cleaning chemicals (in line with COSHH regulations);
- visits from external visitors bringing equipment or animals into the setting;
- responding to incidents involving threats or risks to staff or volunteers.

### **Off-Site Activities**

The manager, in consultation with staff, carries out specific written risk assessments for off-site activities where required, including:

- outings and visits;
- forest school activities;
- other off-site duties such as attending meetings or banking.

Haxby Playgroups CIO

Parental consent is obtained for outings, and risk assessments are shared with staff prior to the activity.

### **Legal Framework**

This policy operates in accordance with:

Early Years Foundation Stage (EYFS) 2025 – Safeguarding and Welfare Requirements

Health and Safety at Work etc. Act 1974

Management of Health and Safety at Work Regulations 1999

Control of Substances Hazardous to Health (COSHH) Regulations

**Reviewed and updated January 2026**

## Role of the Key Person and Settling-In Policy

### **Policy Statement**

At Haxby Playgroup, we believe that children settle best when assigned a key person who knows them and their family well and can meet their individual needs. EYFS 2025 (3.26–3.29) requires each child to have a key person. Research shows that a key person approach:

- Provides secure attachments that support learning and development
- Gives parents confidence in their child's care and in partnering with the setting
- Promotes staff commitment and well-being
- Helps ensure the setting is a happy and stimulating place

We aim for children to feel safe, confident, and engaged, and for parents to actively participate in their child's learning and well-being. This policy is aligned with EYFS 2025 statutory guidance, Ofsted Early Years Inspection Handbook (2023), and safeguarding legislation.

### **Procedures**

#### Key Person Allocation

- Wherever possible, a key person is allocated before a child starts at the setting.
- The key person is responsible for induction, home visits (if applicable), and settling the child in.
- They offer unconditional regard for the child and their family, and are non-judgemental.
- A baseline assessment is carried out in consultation with parents to understand routines, interests, and needs.
- The key person plans and delivers a personalised plan for well-being, care, and learning, liaising with other carers (e.g., childminders) as appropriate.
- They are the main point of contact for parents, maintaining a designated email for communication.
- Developmental records are maintained and shared regularly with parents to reflect the child's experiences at home and in the setting.
- The key person underpins the establishment of relationships with other staff and children, ensuring secure attachments and continuity of care.

### Settling-In

- Before starting, parents receive information about the setting through written materials, displays, information sessions, home visits, or meetings.
- Pre-start visits are offered, allowing children and parents to familiarise themselves with routines and staff.
- The key person welcomes children and parents at the first session and during settling-in, helping complete registration records.
- Settling-in plans are agreed jointly with parents, personalised to each child's needs.
- Children may require more time to settle if they are younger, returning after absence, or new to being away from home.
- A child is considered settled when they engage positively with their key person, other children, and activities.
- Parents are expected to stay for at least the first week (or longer if needed) until the child can remain confidently without them.
- We do not leave children to cry to settle them, in line with EYFS 2025 safeguarding and welfare guidance.
- The setting reserves the right not to accept a child if leaving them causes significant distress, particularly for very young children.
- Parents meet with the key person each term to review records of achievement and attend stay-and-play sessions.

### Progress Check at Age Two

- The key person carries out the EYFS 2025 progress check at age two (3.51–3.54).
- The check reviews development and provides parents with a clear picture of progress, highlighting strengths and areas of concern.
- Actions are agreed with parents and may involve other professionals where appropriate.
- The key person plans activities to address developmental needs within the setting and supports parents in enhancing learning at home.

### Home Learning and Parent Partnership

- Parents are supported to extend learning at home through shared activities and guidance from the key person.
- Information is recorded in the child's learning journal, accessible to parents and staff, ensuring continuity between home and setting.

Haxby Playgroups CIO

- Staff use regular communication (emails, Family app, or meetings) to support parental involvement, in line with EYFS 2025 partnership expectations.

**Reviewed and updated March 2026**

## Safeguarding and Child Protection Policy

### EYFS 2025 Compliant

#### **Designated Safeguarding Roles:**

- Designated Safeguarding Lead (DSL) (staff) who co-ordinates safeguarding is: Liz Radford
- Deputy Designated Safeguarding Lead (Deputy DSL): Sophie Bland (Headlands)
- Designated Safeguarding Lead (committee) who oversees this work is: Committee Chair Emily Paley

In the absence of the DSL, the Deputy DSL will assume responsibility for safeguarding and child protection matters in accordance with EYFS 2025 requirements.

#### **Statement of Intent**

- Haxby Playgroups is committed to safeguarding and promoting the welfare of all children in our care. We recognise our responsibility to take all reasonable steps to protect children from harm, abuse, and neglect, and to create a safe, secure, and nurturing environment in which children can thrive.
- This policy has been written in accordance with the Early Years Foundation Stage (EYFS) Statutory Framework (2024/2025) and current statutory guidance including Working Together to Safeguard Children (2023).

#### **Safeguarding and promoting the welfare of children is defined as:**

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children grow up in circumstances consistent with safe and effective care
- Taking action to enable all children to have the best outcomes

#### **Designated Safeguarding Roles**

- Designated Safeguarding Lead (DSL): Liz Radford
- Deputy Designated Safeguarding Lead (Deputy DSL): Sophie Bland (Headlands)
- Designated Safeguarding Lead (Committee): Emily Paley Committee Chair

In the absence of the DSL, the Deputy DSL will assume responsibility for safeguarding and child protection matters.

## **Our Aims**

We aim to:

- Provide a safe and welcoming environment for children, families, staff, and volunteers
- Ensure all children are protected from abuse, neglect, and harm
- Promote children's health, wellbeing, and resilience
- Work in partnership with parents, carers, and external agencies
- Act in the best interests of the child at all times

## **Safeguarding within the Curriculum**

We support children to develop the skills and understanding they need to keep themselves safe through the EYFS curriculum, particularly Personal, Social, and Emotional Development. This includes helping children to:

- Develop confidence and independence appropriate to their age and stage
- Understand boundaries and respectful behaviour
- Feel listened to and valued
- Recognise when something does not feel right and seek help from trusted adults

We actively promote equality, inclusion and respect for diversity, recognising and valuing children's heritage, culture, language and background.

## **Types of Abuse**

Abuse may take the following forms:

- Physical Abuse – including hitting, shaking, burning, scalding, drowning, or suffocation
- Emotional Abuse – persistent emotional maltreatment such as rejection, humiliation, intimidation, or exposure to domestic abuse
- Sexual Abuse – forcing or enticing a child to take part in sexual activities, including online abuse
- Neglect – persistent failure to meet a child's basic physical and/or psychological needs

Staff are trained to recognise indicators of all forms of abuse and understand that abuse can occur in any family or setting.

## **Staff Responsibilities**

All staff, students and volunteers have a duty to safeguard children and:

- Remain vigilant and alert to signs of abuse or neglect
- Record and report concerns promptly to the DSL or Deputy DSL
- Follow safeguarding procedures and professional boundaries
- Attend safeguarding training and updates as required

## **Safer Recruitment and Staffing**

We follow robust safer recruitment procedures in line with EYFS requirements:

- All staff and volunteers are subject to enhanced DBS checks and suitability checks
- References are obtained and verified
- Staff are informed of their responsibility to disclose relevant convictions or changes in circumstances
- Volunteers are never left unsupervised

## **Responding to Safeguarding Concerns**

When a concern is identified:

- Staff listen calmly and reassure the child
- Staff do not question or investigate
- An accurate, dated, and signed written record is made
- The concern is reported immediately to the DSL or Deputy DSL

Where required, referrals will be made to Children's Social Care and/or other statutory agencies without delay.

## **Recording and Information Sharing**

- All safeguarding records are kept securely and confidentially
- Information is shared on a need-to-know basis and in line with UK GDPR and the Data Protection Act 2018
- Information may be shared without parental consent where a child is at risk of significant harm

## **Allegations Against Staff**

Any allegation or concern about a member of staff, volunteer, or person working on the premises will be:

- Taken seriously

- Reported immediately to the DSL and Committee Chair
- Referred to the Local Authority Designated Officer (LADO)
- Reported to Ofsted as required

Staff are aware of whistleblowing procedures and feel confident to raise concerns.

### **Online Safety**

We recognise that online safety is an essential part of safeguarding. We ensure:

- Children are protected from inappropriate online content
- Staff understand digital safeguarding risks
- Images of children are only taken with parental consent and stored securely

### **Partnership with Parents**

We work in partnership with parents and carers and aim to maintain open, honest communication. Parents will be informed of concerns unless doing so places a child at increased risk.

### **Support for Children and Families**

We will continue to support children and families during safeguarding processes and work in partnership with external agencies to promote the best outcomes for children.

### **Training**

- All staff receive safeguarding training on induction and regular updates
- DSL and Deputy DSL receive advanced safeguarding training in line with Local Safeguarding Children Partnership guidance

### **Confidentiality**

All safeguarding matters are handled sensitively and confidentially. Information is shared only with those who need to know.

### **Legal Framework and Guidance**

This policy is informed by:

- Children Act 1989 and 2004
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Children and Families Act 2014

- Serious Crime Act 2015
- Equality Act 2010
- UK GDPR and Data Protection Act 2018
- EYFS Statutory Framework (2024/2025)
- Working Together to Safeguard Children (2023)
- What to do if you're worried a child is being abused (DfE 2023)

## **Review**

### **Policy Control**

Policy Name: Safeguarding and Child Protection Policy

Applies to: Haxby Playgroup

Date adopted:

Review date:

Next review due:

Approved by: Committee Chair

Signature:

This policy is reviewed annually or in response to changes in legislation or guidance.

Date of Review:

Signed (Committee Chair):

## **Appendix: City of York Safeguarding Children Partnership (LSCP) – Local Contacts**

### Multi-Agency Safeguarding Hub (MASH) – Children's Social Care

Tel: 01904 551900 (Monday–Friday, 8.30am–5.00pm)

Email: [mash@york.gov.uk](mailto:mash@york.gov.uk)

Address: MASH, West Offices, Station Rise, York, YO1 6GA

### Emergency Duty Team (out of hours – evenings, weekends and bank holidays)

Tel: 0300 131 2131

### City of York Council – LADO Contact

Telephone: 01904 551783 (messaging service available if unanswered)

Email: [LADO@york.gov.uk](mailto:LADO@york.gov.uk)

Address: LADO, City of York Council, West Offices, Station Rise, YORK YO1 6GA

Haxby Playgroups CIO

North Yorkshire Police

Non-emergency: 101

Emergency (immediate risk of harm): 999

Early Help / Advice (via MASH)

Tel: 01904 551900 (ask for Early Help)

Email: [earlyhelp@york.gov.uk](mailto:earlyhelp@york.gov.uk)

Safer Children York – City of York Safeguarding Children Partnership:

<https://www.saferchildrenyork.org.uk/>

On this site you'll find:

- Information on safeguarding responsibilities and procedures for professionals
- Resources for parents and carers
- Guidance for children and young people
- Links to relevant documents, forms and practice guidance
- Latest news and updates from the partnership

***These contact details are checked annually and updated as required to ensure accuracy and compliance with EYFS 2025.***

## Safer Recruitment Policy

### **Overview**

- This policy covers our internal and external recruitment. It is designed to ensure that recruitment practices are fair, lawful and robust, and that they result in the appointment of suitable people to work with children.
- We are an inclusive organisation and encourage applications from across society. We are committed to building a workforce of capable, committed, and suitably qualified people from all walks of life.
- We take all reasonable steps during the recruitment process to ensure that job applicants, candidates and job seekers are not disadvantaged because of a protected characteristic, including age, sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy, or maternity.
- All recruitment decisions, including internal promotions, transfers and speculative applications, are based on objective, non-discriminatory criteria related to the role.
- This policy does not form part of any employee's contract of employment and may be amended at any time.
- This policy should be read alongside our Equality, Diversity and Inclusion Policy, Safeguarding and Child Protection Policy, and Data Protection Policy.

### **Defining the Role**

- When a vacancy arises, we will carefully consider the requirements of the role. Existing job descriptions may be reviewed and updated to ensure they accurately reflect the duties and responsibilities.
- A clear job description and person specification will be produced, outlining the qualifications, skills, knowledge, experience and personal attributes required.
- Where appropriate, we will consider whether the role could be offered on a part-time, job-share or flexible working basis.

### **Job Adverts**

- Job adverts are prepared by the Playgroup Manager and a member of the committee.
- All adverts comply with equality legislation. Wording will not directly or indirectly discourage applications from particular groups.

- Vacancies may be advertised internally, externally, or both. Employees absent due to maternity leave, long-term sickness, or other authorised leave will be informed of internal vacancies and given equal opportunity to apply.
- Vacancies are advertised through channels that are accessible to a wide and diverse pool of potential applicants.

### **Job Applications**

- Applicants may request recruitment information in alternative or accessible formats. Reasonable requests will be accommodated wherever possible.
- As an Early Years provider, we are required to request information about criminal convictions relevant to working with children. Any confidential self-disclosure will only be reviewed after a conditional offer of employment has been made. It is a criminal offence for a person barred from working with children to seek such employment and any offer will be withdrawn in these circumstances.
- We will not ask about health or disability before making an offer of employment unless permitted by law, including where:
  - reasonable adjustments are required for the recruitment process
  - an intrinsic part of the job must be assessed
  - a specific disability is an occupational requirement
  - health questions are required for legal or safeguarding reasons
  - information is needed for monitoring purposes
- For equality monitoring, applicants may be asked to provide information about protected characteristics. This information is stored separately, handled confidentially and is never used to make recruitment decisions.
- Completion of equality monitoring information is voluntary and has no impact on recruitment outcomes.
- All applicants must confirm that they are not disqualified from working with children under the Childcare Act 2006 and related regulations, including disqualification by association where applicable. Applicants must inform us immediately if their circumstances change.

### **Shortlisting**

- Recruitment processes must be fair and transparent. Any conflict of interest (such as a personal relationship with an applicant) must be declared immediately to the Playgroup Manager or committee member.
- Shortlisting will be undertaken by the Playgroup Manager and a committee member.

- Applications will be assessed confidentially using a pre-agreed scoring system based on the job and person specification.
- The shortlisting process may include one or more of the following, with reasonable adjustments made where required:
  - Telephone interview
  - Online interview
  - Practical or trial activity
  - Presentation or skills assessment
- Applicants will be informed as soon as reasonably possible whether they have been shortlisted.

### **Interviewing**

- Candidates will be given reasonable notice of interview arrangements.
- We will make reasonable adjustments to accommodate candidates' needs, including those related to disability.
- Interviews will be conducted by the Playgroup Manager and a committee member. Additional committee members may be included where appropriate.
- Interview questions will relate directly to the job description, person specification, and safeguarding responsibilities. Candidates will be assessed objectively against agreed criteria.
- If no suitable candidate is identified, we may re-advertise the role or amend the vacancy.

### **Making a Job Offer**

- The successful candidate will receive a written conditional offer of employment, including terms and conditions, and instructions on how to accept the offer.
- All offers are subject to the satisfactory completion of safer recruitment checks, which must be completed before the individual is permitted to work unsupervised with children, including:
  - Enhanced DBS check with barred list information
  - Verification of identity
  - Right to work in the UK
  - Verification of relevant qualifications
  - Overseas checks where applicable
  - Confirmation of childcare disqualification status
  - Two satisfactory written references
- References will be obtained directly by the Playgroup and must be received before employment commences. References will normally be requested from the current and most

recent employer, or training provider. At least one reference must confirm the applicant's suitability to work with children.

- References will be requested using a standard reference form and may be verified or clarified by telephone. Any concerns will be explored and resolved before employment is confirmed.
- If satisfactory checks or references are not received within a reasonable timescale, or if concerns cannot be resolved, the offer may be withdrawn.
- Candidates must provide original evidence of qualifications. Copies will be taken and originals returned.
- The offer remains conditional upon valid qualification evidence and may be withdrawn if this is not provided.
- If a candidate falsifies qualifications or documentation at any stage, disciplinary action may be taken, up to and including dismissal.
- All successful candidates must provide original evidence of their right to work in the UK in line with current government guidance.
- Where candidates have lived or worked overseas, appropriate overseas checks will be carried out in line with Home Office guidance.
- Feedback will be provided to unsuccessful candidates upon request.

### **Starting in the New Job**

- The Playgroup Manager will ensure new staff receive appropriate induction, guidance, and support.
- No individual will be left unsupervised with children until all required safer recruitment checks are completed and satisfactory. Where checks are pending, appropriate supervision will be in place at all times.
- All employees will normally be required to complete a probationary period.
- All staff will receive safeguarding and child protection training as part of induction and ongoing professional development, in line with EYFS statutory requirements (Annex C). The Designated Safeguarding Lead will receive additional, role-specific training.

### **Data Protection**

- During recruitment, we collect and process personal data including applications, CVs, interview notes, references, and pre-employment checks.
- Only information relevant to recruitment and employment decisions will be collected.
- References will only be taken up with the applicant's consent. Failure to provide consent will result in withdrawal of the offer.

- All recruitment data is stored securely, handled confidentially, and retained only as long as necessary, in line with data protection legislation.
- Only relevant information will be transferred to the employee's personnel file.
- Unsuccessful external applicants may be asked for consent to retain their details for future vacancies.
- Records of safer recruitment checks will be maintained securely and made available for inspection by regulatory bodies, including Ofsted.

### **Enforcing This Policy**

- Employees who believe they have been discriminated against should raise concerns with the Playgroup Manager or a committee member, or follow the Grievance Policy.
- Complaints made in bad faith may be treated as a disciplinary matter.
- Any breach of this policy may result in action including training, disciplinary measures, or dismissal in serious cases.

**Reviewed and updated March 2026**

## Staff Development and Training Policy

### **Policy Statement**

Haxby Playgroup highly values its staff. It is essential for the setting, children, families, and staff that all staff have opportunities to develop professionally, in accordance with EYFS 2025 requirements (3.12–3.14, 3.27, 3.28, 3.64–3.66). Personal and professional development underpins high-quality care and education, effective curriculum delivery, and positive interactions with children.

Haxby Playgroup ensures the majority of staff are qualified to Level 3 or equivalent and supports continuous professional development in line with EYFS 2025 requirements for staff qualifications, training, and supervision.

### **Procedures for Staff Development**

To facilitate staff development, we:

- Coach, lead, and role model for staff, offering encouragement, mentoring, and support to maintain high morale and motivation.
- Promote teamwork and reflective practice through ongoing communication, a no-blame culture, and collaborative problem-solving, aligned with Ofsted inspection expectations for high-quality practice.
- Provide opportunities for delegation based on skills and expertise to recognise staff achievements and develop leadership potential.
- Encourage staff to contribute ideas for change, with regular staff and team meetings to discuss strategy, policy, curriculum, and continuous improvement.
- Support staff to attend relevant external training courses to enhance knowledge and practice, in line with EYFS 2025 requirements for staff training.
- Encourage staff to disseminate learning from external training to colleagues, fostering a culture of shared professional learning.
- Provide regular in-house training relevant to the needs of the setting, including safeguarding, child development, SEND, and health and safety updates.
- Conduct peer observations and supervision meetings with all staff, including reflective discussions about practice, planning, and professional development.

- Carry out annual appraisals for all staff, setting objectives and action plans, and identifying individual training needs in line with EYFS 2025 and Ofsted requirements.
- Promote a positive learning culture within the setting that encourages innovation and professional growth.
- Delegate responsibilities according to an individual's expertise and developmental goals.
- Evaluate all training events systematically, using outcomes to improve future training programmes and effectiveness.
- Provide thorough induction for new staff, including assigning a mentor to guide and support them during the settling-in period.
- Offer ongoing support and guidance for all staff, including opportunities to access external supervision or coaching if required.
- Provide access to information sources such as membership to professional organisations, journals, publications, and online resources relevant to early years practice.

**Reviewed and updated March 2026**

## Staff Personal Safety and Home Visits Policy

### **Policy Statement**

Haxby Preschool Playgroup recognises that the health, safety, and well-being of all staff is paramount, and all staff have the right to work in a safe and supportive environment. We are committed to safe working practices both on and off the premises, including home visits, in accordance with EYFS 2025 Safeguarding and Welfare Requirements (3.12–3.14, 3.26–3.29, 3.59) and Ofsted expectations for staff safety, supervision, and safeguarding.

Staff safety is particularly important when interacting with families, carrying out home visits, or managing potentially challenging situations.

### **Procedures**

#### General Staff Safety

- All staff arriving early or leaving late ensure doors and windows are locked, and security systems are activated if applicable.
- Where possible, at least the first two staff members arrive together and the last two leave together.
- Visitors are only admitted with prior appointments, and their identity must be verified before entry.
- Minimal petty cash is kept on the premises, and valuables are securely stored.
- Staff share details of any off-site meetings, including details of who they are meeting and expected return times.

#### Home Visits

- Home visits are conducted only at the discretion of the manager, following EYFS 2025 safeguarding and risk assessment requirements (3.27, 3.28).
- A dynamic risk assessment is carried out prior to each home visit by the key person and manager.
- Home visits are normally conducted in pairs, usually the key person with one other member staff.
- Each home visit is noted with the family's name, address, and planned time of visit prior to departure.

- Staff inform an agreed contact in the setting when leaving for a home visit and provide an expected return time.
- Staff do not enter a home if there is a perceived risk, for example, if the parent appears intoxicated or aggressive.
- Staff carry a mobile phone for emergency contact and have an agreed emergency word/phrase to signal immediate danger, which triggers a 999 call if necessary.
- If staff do not return at the designated time, the contact person attempts to call them. If contact cannot be made within a reasonable period, the police are contacted immediately.

#### Dealing with Agitated or Hostile Parents in the Setting

- Two staff members calmly guide the parent to a less open area, ensuring the door remains open at all times.
- Staff remain standing if the parent is standing, to maintain authority and personal safety.
- Staff communicate clearly, using low, even tones and simple language, avoiding confrontational phrases.
- Staff seek to empathise and find solutions while maintaining boundaries.
- If threats or abuse continue, staff explain that the police will be called, emphasising that aggressive behaviour is unacceptable in the presence of children.
- All incidents are recorded in the child's file, including details of the event, actions taken, and any decisions or correspondence following the incident.

**Reviewed and updated March 2026**

## Staffing Policy

### **Policy Statement**

At Haxby Playgroup, we maintain staffing ratios in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage (EYFS 2025) to ensure children receive sufficient individual attention and high-quality care and education.

All staff are appropriately qualified, vetted, and checked for criminal and other records through enhanced DBS checks in accordance with statutory requirements. This policy ensures compliance with EYFS 2025, Ofsted Early Years Inspection Handbook (2023), and statutory safeguarding and employment law.

### **Procedures**

#### Adult-to-Child Ratios

To meet EYFS 2025 requirements, we use the following ratios:

- Children aged two years: 1 adult : 4 children
- At least one member of staff holds a full and relevant Level 3 qualification.
- At least half of all other staff hold a full and relevant Level 2 qualification.
- Children aged three years and over: 1 adult : 8 children
- At least one member of staff holds a full and relevant Level 3 qualification.
- At least half of all other staff hold a full and relevant Level 2 qualification.

For settings with a Qualified Teacher, Early Years Professional, or other suitable Level 6 qualified person working directly with children aged three and over between 8am–4pm:

- There is at least one member of staff for every 13 children.
- At least one other member of staff holds a full and relevant Level 3 qualification.

#### Supervision and Management

- A minimum of two staff/adults are on duty at all times, one being the manager or deputy.
- If this is not possible (e.g., training or illness), a named senior member of staff assumes responsibility for the setting.
- Only those aged 17+ are included in ratios.
- Competent students on long-term placements and regular volunteers may be included in ratios under supervision.

- Staff, students, and volunteers must inform colleagues if leaving an area and indicate where they are going.

### Key Person

- Each child is assigned a key person to help them settle and form secure relationships.
- The key person plans and delivers personalised care and learning in collaboration with parents.
- They meet regularly with the family to discuss progress and provide guidance for development at home.

### Staff Meetings and Planning

- Regular staff meetings are held for curriculum planning, discussing children's progress, achievements, and any difficulties.
- Staff development and supervision are reviewed in line with EYFS 2025 requirements and Ofsted expectations for continuous professional development and high-quality practice.

**Reviewed and updated March 2026**

## Supervision of Children on Outings and Visits Policy

### **Policy Statement**

Children benefit from planned outings and visits outside the setting to parks, community venues, or other suitable locations that enhance their learning, physical development, and social skills.

Staff follow procedures that prioritise the safeguarding and welfare of children at all times, in accordance with EYFS 2025 Safeguarding and Welfare Requirements (3.26–3.29, 3.54–3.56) and Ofsted expectations for supervision and child safety.

All staff, students, and volunteers are aware of and adhere to these procedures.

### **Procedures**

- Parents give written general consent on registration for children to participate in regular local outings and visits.
- This consent specifies venues typically used for regular activities.
- Risk assessments for local trips are conducted and reviewed termly, or more frequently if circumstances change, in line with EYFS 2025 requirements for ongoing risk assessment (3.64).
- Parents are asked to sign specific consent forms for major or off-site outings, such as trips requiring transport or visits to unfamiliar locations.
- A detailed risk assessment is carried out before every outing, including assessment of transport, venue hazards, staff-to-child ratios, and emergency procedures.
- All risk assessments are made available for parents to view, promoting transparency and partnership with families.
- Our adult-to-child ratio for outings is high and exceeds statutory minimums: normally one adult for up to four children, adjusted for age, developmental needs, venue, duration, and risk factors, consistent with EYFS 2025 supervision guidance (3.26, 3.27).
- Named children are allocated to individual staff to ensure each child is supervised at all times, preventing children from going astray and ensuring no unauthorised access.
- Staff carry a mobile phone for emergency contact, along with tissues, wipes, spare clothing, nappies, medicines for individual children and a mini first aid kit. The quantity and type of equipment are determined by the venue, duration, number of children, and specific needs of the group.

- Staff take a copy of the completed risk assessment, including a list of children with parent/carer contact numbers, and a copy of the Missing Child Policy for reference.
- Staff are trained in emergency procedures, first aid, and safeguarding measures before participating in outings, as required under EYFS 2025 (3.14, 3.60).
- All staff maintain vigilance for potential hazards and act promptly to protect children's safety during the outing.

**Reviewed and updated March 2026**

## Supporting Children with Special Educational Needs and Disabilities (SEND)

### **Aims of Our Policy for Children with SEND**

We welcome all children as part of our community and will ensure that all children have an equal opportunity to engage in the curriculum, so each individual child has an opportunity to develop to their full potential and feel equally valued.

This policy is written in line with the requirements of the Special Educational Needs and Disability Code of Practice and the Early Years Foundation Stage Framework (EYFS). We recognise our duties under the Children and Families Act 2014 and the Equality Act 2010.

We aim to work closely alongside parents/carers in a supportive, enabling way and utilise additional support from our partners and outside agencies (with parents/carers consent) to ensure all children's needs are met. We recognise that inclusive practice and high-quality teaching are key to improving outcomes for children with SEND and are central to meeting the expectations of Ofsted.

### **Definition of Special Educational Needs and Disabilities (SEND)**

Children have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has SEND if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream settings.

We recognise the four broad areas of need identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We aim to involve all children in our setting ensuring a stimulating and secure environment, where individual abilities are recognised and children learn through first-hand experiences, exploration, practice and discovery.

We regularly assess, identify and review individual needs of all children in our care. In accordance with the EYFS, we use ongoing assessment to identify children who may require additional support as early as possible. Early identification is key to improving long-term outcomes. We believe supporting children with SEND involves everyone in our setting.

### **Our Beliefs and Attitudes Re: Equal Opportunities**

- We believe that all children should be treated equally regardless of any additional needs they may have. All that we do and provide will be adapted for the needs of every individual child in our setting.
- Reasonable adjustments will be made in line with the Equality Act 2010 to ensure children with disabilities are not placed at a substantial disadvantage.
- We promote equal opportunities for all children, parents/carers and staff, recognising that all individuals progress at their own pace.

### **The Role of the Special Educational Needs Co-ordinator (SENCO)**

- The designated SENCO's are: Liz Radford and Lisa Jackson
- The SENCO is responsible for overseeing the day-to-day implementation of this policy in line with the SEND Code of Practice and EYFS requirements.
- The SENCO has responsibility for:
  - The day-to-day operation of the setting's SEND policy
  - Co-ordinating provision for children with SEND
  - Liaising with parents and other professionals
  - Advising and supporting practitioners
  - Ensuring that appropriate Support Plans (formerly My Agreed Outcomes) are in place
  - Maintaining clear, confidential records of children receiving SEND support (Please note: We no longer operate a "SEN Register"; instead, we maintain a record of children receiving SEND Support in line with the graduated approach).
  - The SENCO will ensure that the graduated approach (Assess–Plan–Do–Review cycle) is consistently implemented.

### **Procedures**

- We take into account children's views and wishes in decisions made about them, appropriate to their age and understanding.
- We provide parents with information about the Local Offer and Information, Advice and Support Services.

- We liaise with external agencies to improve outcomes for children with SEND.
- We have systems for referral for further assessment, including Early Help and Education, Health and Care (EHC) assessment.
- We ensure all staff understand the procedures for identifying, assessing and supporting children with SEND.
- We provide ongoing SEND training for staff.
- We evaluate the effectiveness of our SEND provision through reviews, staff meetings, parental feedback and inspection outcomes.
- We monitor and review this policy annually.
- Our SEND provision is monitored in line with Ofsted inspection requirements, ensuring inclusive practice and strong outcomes for all children.

### **Procedures for Identification, Assessment and Review**

#### The Graduated Approach: Assess – Plan – Do – Review

In line with the SEND Code of Practice, we follow the graduated approach:

##### 1. Assess

- We gather information through observations, assessments, discussions with parents/carers and, where appropriate, external professionals.
- We identify the child's strengths, areas of need, and barriers to learning.

##### 2. Plan

- In partnership with parents/carers, we agree outcomes and the support required.
- A SEND Support Plan (previously My Agreed Outcomes) is created outlining targets, strategies, provision and review dates.

##### 3. Do

- The key person remains responsible for working with the child on a daily basis.
- The SENCO supports practitioners to implement strategies and interventions.

##### 4. Review

- The effectiveness of the support is reviewed regularly (at least termly).
- Progress towards agreed outcomes is evaluated with parents/carers and adjustments are made as necessary.

### **SEND Support Plans (Previously My Agreed Outcomes)**

Strategies to enable the child to progress will be recorded within a SEND Support Plan. This will include:

- Short-term targets

- Teaching strategies
- Provision to be put in place
- Review date
- Outcomes and next steps

Plans will focus on a maximum of three key targets and will reflect provision that is additional to or different from universal provision. Support Plans will be formally reviewed at least three times per year as part of the Assess–Plan–Do–Review cycle.

### **Resources for Children with SEND**

We ensure resources are accessible and adapted where possible to meet individual needs. Reasonable adjustments to the environment, curriculum and routines will be made to promote full inclusion. We seek advice and support from external professionals where appropriate.

### **Admission Arrangements**

We operate an inclusive admissions policy. No child will be refused admission on the grounds of SEND. Admissions arrangements comply with the Equality Act 2010 and SEND legislation.

### **Transition Arrangements**

Transitions are carefully planned to ensure continuity of support. Where a child is receiving SEND Support or has an EHC Plan, transition meetings will be arranged (with parental consent) to share relevant information and ensure appropriate provision continues. Parents/carers are key partners in this process.

### **Staff Training – SEND**

The SENCO attends regular SEND training to remain up to date with current legislation and best practice. All staff receive ongoing training in inclusive practice in line with EYFS requirements. If a new SENCO is appointed, they will complete recognised SENCO training provided by the Local Authority.

**Revised and updated March 2026**

## Sustainability Policy

### **Policy Statement**

At Haxby Playgroups, we are committed to promoting sustainability in all areas of practice. We recognise our responsibility to protect the environment, reduce our ecological footprint, and teach children about caring for the world around them. The designated person who will support embedding sustainability within Haxby Playgroups is Nicola Harrison.

In line with the EYFS 2025, we provide children with opportunities to:

- Explore nature and learn how to respect and care for living things.
- Understand the importance of reusing, recycling, and reducing waste.
- Make healthy, sustainable choices in food, play, and resources.
- Develop positive attitudes towards sustainability that will benefit them, their families, and the wider community.

We aim to embed sustainability into daily routines, curriculum planning, and the operational management of our setting.

### **Objectives**

- Environmental Awareness: Foster children's understanding of the natural world and their role in protecting it.
- Resource Management: Reduce waste, reuse materials, and recycle where possible.
- Energy Efficiency: Use energy and water responsibly across the setting.
- Sustainable Procurement: Choose local, seasonal, and ethically sourced products and food where possible.
- Community Engagement: Work with parents, carers, and the wider community to promote sustainable practices.
- Staff Development: Ensure staff are knowledgeable and confident in embedding sustainability in practice.

### **Procedures**

- Provide regular outdoor learning opportunities that encourage respect for nature, including gardening and wildlife activities.
- Use recycled, natural, and open-ended materials in play and craft activities.

- Minimise single-use plastics and encourage the use of reusable containers, bottles, and cutlery.
- Encourage children and families to walk, cycle, or use public transport where possible.
- Promote water-saving and energy-saving behaviours (e.g., turning off lights, using water butts).
- Incorporate sustainability themes into the EYFS curriculum, including stories, role play, and discussions.
- Share sustainability tips and initiatives with families through newsletters, workshops, and displays.

### Sustainability Action Plan

Area	Action	Responsibility	Timescale	Success Measure
<b>Waste Reduction</b>	Introduce recycling bins for paper, plastics.	Manager & Staff	Autumn 2025	Visible recycling system in place; reduced general waste.
<b>Energy Efficiency</b>	Fit energy-efficient bulbs and ensure lights/appliances are switched off when not in use.	Manager & schools	Ongoing	Lower energy bills and children's awareness of saving energy.
<b>Water Conservation</b>	Install a water butt for garden play and plant watering.	Manager & Staff	Summer 2026	Children use rainwater in outdoor play; reduced water use indoors.
<b>Sustainable Food</b>	Encourage healthy, seasonal snacks and reduce single-use packaging.	Manager, staff & Parents	Ongoing	More children bring reusable containers; fewer packaged snacks.
<b>Curriculum Links</b>	Plan regular sustainability-based activities (gardening, litter picking, recycling crafts).	All Staff	Termly	Sustainability visible in planning and children's learning outcomes.

<b>Community Engagement</b>	Host a “Green Week” involving families in sustainability projects.	Manager & Staff	Summer 2026	Family participation; displays of children’s eco-projects.
<b>Staff Training</b>	Provide CPD on embedding sustainability in EYFS provision.	Manager	Annually	Staff confidently model sustainable behaviours.

**Reviewed and updated January 2026**

## Uncollected Child Policy

### **Policy Statement**

In the event that a child is not collected by an authorised adult at the end of a session/day, we implement clearly defined procedures to safeguard the child, ensuring they are cared for by an experienced and qualified practitioner known to the child.

The child receives a high standard of care to minimise distress and maintain their well-being, in line with EYFS 2025 Safeguarding and Welfare Requirements (3.25–3.29).

Parents/carers are informed of our procedures at registration and reminded regularly, to provide reassurance that their children are safe even if they are unavoidably delayed.

### **Procedures**

#### Collection Information

Parents must provide on the Registration Form:

- Home address and telephone number; if unavailable, an alternative contact number (e.g., relative or neighbour).
- Place of work, address and telephone number (if applicable).
- Mobile telephone number (if applicable).
- Names, addresses, telephone numbers, and signatures of adults authorised to collect the child.
- Details of who has parental responsibility.
- Information about any person without legal access to the child.
- Parents must inform the setting in writing if they will not be at home or work, and how they can be contacted.
- If another adult will collect the child, sometimes written details including identity verification are required.

#### When a Child is Not Collected

- Staff check the child's file for any changes to normal collection routines.
- Parents/carers are contacted at home or work.
- If unsuccessful, authorised adults listed on the Registration Form are contacted.
- All reasonable attempts are made to contact parents or nominated carers.

- The child will not leave the premises with anyone not listed on the Registration Form.
- If no one collects the child within 30 minutes of the expected time and no authorised contact is available, EYFS and safeguarding procedures are applied.
- If there is cause to believe the child may have been abandoned, the local authority children's social care team is contacted immediately; if unavailable, the police are called.
- Contact numbers for local authority children's social care are kept up to date:
  - 01904 551900
  - 0845 034 9417 (Out of hours)
- After an additional 15 minutes, statutory agencies are contacted again if the child remains uncollected.
- The child remains at the setting in the care of two fully-vetted staff until safely collected by a parent, social care worker, or a person specified by social care.
- Social care will attempt to locate the parent or relative; if unsuccessful, the child may become looked after by the local authority.
- Under no circumstances will staff go to the parent's home or take the child home.
- Staff ensure the child's anxiety is minimised, and discussions about the situation are not held in front of the child.
- A full written report of the incident is recorded in the child's file.

### **Additional Notes**

- Parents may be charged for any additional staff hours worked due to late collection.
- Ofsted will be informed of incidents where safeguarding procedures are activated: 0300 123 1231

### **Key EYFS and Ofsted Updates**

- EYFS 2025 requires that procedures for uncollected children are clearly documented and followed to safeguard children's welfare (3.25–3.29).
- Staff must be fully-vetted and known to the child when providing care after hours.
- Procedures must include contacting parents, authorised carers, local authority children's social care, and the police if required.
- A written record of the incident must be maintained in the child's file, reflecting actions taken, contacts made, and outcomes.
- Parents must be informed at registration and reminded of procedures, supporting partnership working in line with EYFS 2025.

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- Ofsted must be notified of serious safeguarding incidents in accordance with statutory guidance.

**Reviewed and updated March 2026**