**The Art Bus Chester**

**Policies and Procedures**

**May 2022**

**Art Teaching on a Bus!**

**The Art Bus Policy and Procedures**

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**Mission Statement**

The Art Bus Chester aims to provide high quality art education at a reasonable cost within a relaxed but stimulating environment of friendship and creativity. The individuality of each child or adult in our care will be respected and nurtured in a safe, secure, and fun environment to learn and develop. At The Art Bus Chester we specialise in teaching art and pottery from the age of 2 to 102! We strive to create activities based on each child’s and adult’s interests and their stage of development enabling each child/adult to reach their full potential in art. We are passionate about helping children and adults realise their capabilities, by providing enabling environments and fantastic opportunities to develop new skills throughout their childhood, into their adult life and for the rest of their lives.

Programmes run during school, after school and during school holidays for children and adults of all ages.

We pride ourselves on our professional approach and are passionate about delivering leading art education and out of school clubs.

**Our Aims**

Our main aim at The Art Bus Chester is to facilitate children’s and adult’s education alongside a range of fun activities (age and development appropriate) in a safe, secure, and welcoming environment.

We believe that every child matters and that their voices should be heard. We endeavour to offer a service that is tailored to their requirements. We facilitate children’s art education through a range of exciting activities and work in close partnership with settings so we can support each other in the child/adults learning journey in art. And all this happens on Albus Dennis-The Art Bus!

As a teacher and artist, Jo Inchley has a passion for teaching art in a professional way and always strives to promote good working relationships between schools, parents, children, and staff encouraging positive outcomes for children of all ethnic origins, religions, cultures, linguistic backgrounds, and abilities ensuring that they feel valued and respected.
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**Aims and objectives**The Art Bus Chester aims to:

* Offer an inclusive service, accessible to all children and adults in the community
* Ensure each child or adult feels happy, safe, and secure, allowing them to learn and develop freely in a creative environment
* Encourage children and adults to take responsibility for themselves and their actions
* Encourage children and adults to develop positive attitudes and respect for themselves and others, in an environment free from bullying and discrimination
* Provide a wide range of resources and equipment which can be used under safe and supervised conditions
* Offer a programme of activities which meets the needs of each child, promoting their physical, intellectual, emotional, and social development, enabling them to become confident, independent, and co-operative individuals.

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* Work in partnership with parents/carers/settings to provide high quality activities.
* Review and evaluate our services to ensure that we continue to meet the needs of children and adults attending our sessions and those of their parents or carers
* Keep parents/carers and managers informed of any changes in the administration of the settings, listening and responding to their views and concerns Communicate effectively with parents and carers, and to discuss experiences, progress and any difficulties that may arise
* Comply with the Children’s Act 1989, the Childcare Act 2006, and all other relevant legislation
* Work in partnership with Cheshire West & Chester City County Council and Cheshire East County Council.

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**Safeguarding Children, Young People and Vulnerable Adults Policy**

The Art Bus Chester and Jo Inchley (owner) is committed to building a ‘culture of safety’ in which the children/adult’s in her care are protected from abuse and harm.

The setting will respond promptly and appropriately to all incidents or concerns of abuse that may occur. The company’s child protection procedures comply with all relevant legislation and with guidance issued by Cheshire West and Chester Safeguarding Children Partnership (SCP).

The designated Senior Safeguarding Lead is Jo Inchley. All aspects regarding safeguarding must be reported to Jo Inchley. The Senior Safeguarding Lead coordinates child protection issues and liaises with external agencies (e.g., the school’s headteacher/safeguarding lead, and Social Care).

All safeguarding issues MUST be reported as soon as possible to the relevant party.

Jo Inchley will ensure that:

* The designated safeguarding lead has relevant links with statutory and voluntary organisations regarding safeguarding.
* The designated safeguarding lead understands Local Safeguarding Partners (LSPs,) safeguarding procedures, attends relevant LSPs training at least every two years and refreshes their knowledge of safeguarding at least annually.
* The designated safeguarding lead will keep safeguarding policies and procedures up to date and make sure parents/carers are made aware of them too.
* Jo Inchley understands that safeguarding is her responsibility.
* Jo Inchley will have an up-to-date knowledge of safeguarding issues, is alert to potential indicators and signs of abuse and neglect and understand her professional duty to ensure safeguarding and child protection concerns are reported to the local authority children’s social care team or the NSPCC. She receives updates on safeguarding at least annually or with any government changes.
* Jo Inchley is confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
* Jo Inchley understands the principles of early help (as defined in *Working Together to Safeguard Children*, 2018) and can identify those children and families who maybe in need of early help and enable them to access it.
* Jo Inchley understands the thresholds of significant harm and understands how to access services for families, including for those families who are below the threshold for significant harm, according to Cheshire West and Chester LSP safeguarding ‘Continuum of Need Framework’ which outlines the thresholds for intervention following assessment of a child’s needs. Children can move across the continuum depending upon their needs and risks at any point in time. The framework enables practitioners to respond to an individual child’s needs within a multi-agency framework that helps to meet those needs and when required reduce identified risks of significant harm. (Jo Inchley may refer to Wirral Safeguarding Children Partnership (WSCP) following the ‘Thresholds of Need’ Pyramid, to North Wales Safeguarding Board Social Services, to Cheshire East Safeguarding partnership (CESCP) following the ‘Meeting children & young people’s need in Cheshire East’ depending on where she is working).

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* Jo Inchley understands her responsibilities under the General Data Protection Regulation and the Data Protection Act 2018, and understands relevant safeguarding legislation, statutory requirements and local safeguarding partnership requirements and ensure that any information they may share about parents/carers and their children with other agencies is shared appropriately and lawfully.
* Jo Inchley may need to support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.
* We share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns.
* We are transparent about how we lawfully process data.
* Jo Inchley understands what is expected of her in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of cameras and mobile phones), and whistleblowing.
* Early Years Children will have Jo Inchley as a key person to build a relationship with, and are supported to articulate any worries, concerns, or complaints that they may have in an age-appropriate way.
* Children who access the after-school art clubs age 5 to 11 can build relationships with Jo Inchley.
* Jo Inchley understands our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
* Jo Inchley (owner) has an Enhanced DBS check and volunteers prior to their post being confirmed will have an Enhanced DBS check, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
* Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
* Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
* Volunteers must:
	+ Be aged 15 or over.
	+ Be considered competent and responsible.
	+ Receive a robust induction and regular supervisory meetings.
	+ Be familiar with all the settings policies and procedures.
	+ Will never have unsupervised access to the children at any time.
	+ Any volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their time with us).
* Procedures are in place to record the details of visitors to the setting using the visitors’ book.
* Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
* Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events online (Facebook, Instagram, Twitter) having obtained parental/carers permission. Parents/carers give consent for holding visual images of their child. Staff do not use personal cameras or filming equipment to record images.

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* Personal mobile phones are not used where children are present. They are kept in a secure box.
* The designated safeguarding lead in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
* We keep a written record of all complaints and concerns including details of how they were responded to.
* We ensure that robust risk assessments are completed and that they are regularly reviewed and updated, in line with our health and safety policy.

• The Designated Safeguarding Lead will follow up every significant safeguarding concern; and make any referrals to children’s social care, or where appropriate or LADO.

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you’re worried a child is being abused' (HMG, 2015) and the Care Act 2014.

**Responding to suspicions of abuse**

* We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
* We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
* When children are suffering from physical, sexual, or emotional abuse, or experiencing neglect, this may be demonstrated through:
* **-**Significant changes in their behaviour.
* **-**Deterioration in their general well-being.
* **-**Their comments which may give cause for concern, or the things they say (direct or indirect disclosure).
* **-**Changes in their appearance, their behaviour, or their play.
* **-**Unexplained bruising, marks or signs of possible abuse or neglect; and
* **-**Any reason to suspect neglect or abuse outside the setting.

We understand how to identify children who may need early help and how to access services for them.

We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition to local authority children’s social work services. We understand that we should refer any child who may be at risk of significant harm to local authority IART (Integrated Access Referral Team).

We are aware of the ‘hidden harm’ agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent’s learning disability.

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We are prepared to act if we have concerns about the welfare of a child who fails to arrive at a session when expected. Jo Inchley may take immediate action to contact the child’s parent to seek an explanation for the child’s absence and be assured that the child is safe and well. If no contact is made with the child’s parents and Jo Inchley has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSPs procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.

We are aware of other factors that affect children’s vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation (FGM) and radicalisation or extremism.

* In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSPs procedures on responding to radicalisation.
* The designated manager completes online Channel training, online Prevent training, and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
* We are aware of the mandatory duty that applies to teachers, and health workers to report cases of FGM to the police. We are also aware that early year’s practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.
* We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour-based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
* If we become concerned that a child may be a victim of modern slavery or human trafficking, we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children’s social work service and/or police.
* We will be alert to the threat’s children may face from outside their families, such as that posed by organised crime groups such as county lines and child sexual exploitation, online use and from within peer groups and the wider community.
* Where we believe that a child in our care or that is known to us may be affected by any of these factors, we follow the procedures below for reporting child protection and child in need concerns and follow the local procedures as published by the local safeguarding partners.
* Where such indicators are apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is the designated person. The information is stored on the child's personal file.

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* If a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral, they must follow escalation procedures.
* We refer concerns about children’s welfare to the local authority IART (Wirral authority is MASH) team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police, or another agency identified by the local safeguarding partners.
* We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children (although we may check out/clarify the details of what we think they have told us with them).
* We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees, or young parents. Where abuse or neglect is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age-appropriate way, but the setting may override the young person’s refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
* Jo Inchley is also aware that adults can also be vulnerable and knows how to refer adults who need community care services.
* Jo Inchley knows that she can contact the NSPCC whistleblowing helpline if she feels that an organisation and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.
* We have a whistleblowing policy in place.
* Jo Inchley/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing dilemmas.

**Recording suspicions of abuse and disclosures**

* Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
	+ **-**Listens to the child, offers reassurance, and gives assurance that she or he will take action.
	+ **-**Does not question the child, although it is OK to ask questions for the purposes of clarification.
	+ **-**Makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
* These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.

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**Making a referral to the local authority IART (Integrated Access Referral team) Cheshire West and Chester**

* The Senior Safeguarding Lead will contact the Duty Family Intervention Worker 01244 977720 for advice if they are unsure if there is a need to make a referral.
* When making a referral they will contact IART (Integrated Access Referral Team).
* The Senior Safeguarding Lead will follow up all referrals to IART completing the appropriate forms online within 24 hours.
* If a member of staff thinks that the incident has not been dealt with properly, they may contact IART directly.

Most concerns can be addressed before they escalate by recognising and assessing needs at the earliest opportunity and identifying how children and families can be supported, including the services that are best placed to help. The Integrated Access and Referral Team (I-ART) is the single front door for access to all Children’s Social Care services and advice, and new referrals to early help in Cheshire West and Chester. An assessment using the Team Around the Family (TAF) is used to coordinate early help and support for children and families and can be led by any organisation working with the Child or family.

For referrals in other areas the following can be contacted for advice:

Cheshire East Consultation Service (ChECS) on 0300 123 5012 (option 3) this is their integrated front door.

Wirral Safeguarding Children Partnership – Wirral Integrated Front Door 0151 606 2008 9am – 5pm or outside these hours 0151 6776557

North Wales Safeguarding Board – Duty Social Worker, Duty Assessment Team, Social Services for Children 01352 701000, or outside hours 03450533116

Guidance may differ slightly to that of IART in Cheshire West and Chester therefore please follow guidelines set out on the websites below:

Cheshire East – www.cheshireeastlscb.org.uk Wirral – www.wirralsafeguarding.co.uk

North Wales – www.northwalessafeguardingboard.wales or for referral ChildProtectionReferral@flintshire.gov.uk

**Escalation process**

* If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the LSPs escalation process.
* We will ensure that staff are aware of how to escalate concerns.
* We will follow local procedures published by safeguarding partners to resolve professional disputes.

**Informing parents**

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* Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events, unless it is felt that this may put the child or other person at risk may interfere with the course of a police investigation, may unduly delay the referral, or unless it is otherwise unreasonable to seek consent. Advice will be sought from social care (IART, ChECS, WSCP, Flintshire Social Services), or in some circumstances police, where necessary.
* Parents are informed when we make a record of concerns in their child’s file and that we also make a note of any discussion we have with them regarding a concern.
* If a suspicion of abuse warrants referral to social care (IART, ChECS, WSCP, Flintshire Social Services), parents are informed at the same time that the referral will be made, except where the procedures of the local safeguarding partners does not allow this, for example, where it is believed that the child may be placed at risk.
* This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.
* If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should consider seeking advice from IART children’s social care, ChECS, WSCP or Flintshire Social Services dependent on the area the bus is located, about whether or not to advise parents beforehand, and should record and follow the advice given.

**Liaison with other agencies and multi-agency working**

* We work within the local safeguarding partners guidelines.
* The current version of ‘What to do if you’re worried a child is being abused’ is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
* We have procedures for contacting the local authority regarding child protection issues and concerns about children’s welfare, including maintaining a list of names, addresses and telephone numbers of headteachers and managers, to ensure that it is easy, in any emergency, for the settings to work well together.
* We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
* Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

**Allegations against staff and persons in position of trust**

* We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting which may include an allegation of abuse.
* We ensure that all staff volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.
* We differentiate between allegations, and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.
* We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:

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-inappropriate sexual comments
-excessive one-to-one attention beyond the requirements of their usual role and -responsibilities, or inappropriate sharing of images

* We will recognise and respond to allegations that a person who works with children has:

-behaved in a way that has harmed a child, or may have harmed a child
-possibly committed a criminal offence against or related to a child
-behaved towards a child or children in a way that indicates they may pose a risk of harm to children

* We respond to any concerns raised by staff and volunteers who know how to escalate their concerns if they are not satisfied with our response.
* We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.

• We refer any such complaint immediately to the Local Authority Designated Officer (LADO) as necessary to investigate and/or offer advice:

They would follow the LADO procedure following this link https://www.cheshirewestscp.co.uk/wp- content/uploads/2019/03/Managing -Allegations-Procedure-March-2019.pdf to make a referral.

LADO (Local Authority Designated Officer): Cheshire 0151 33 74570 / Wirral 0151 666 4582 / Cheshire East 01606 288931 /

Social Services Flintshire 01352 701000

* We co-operate entirely with any investigation carried out by children’s social care in conjunction with the police.
* Where Jo Inchley and children’s social care agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families, throughout the process. Where it is appropriate and practical and agreed with LADO, we will seek to offer an alternative to suspension for the duration of the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

**Disciplinary action**

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

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We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering children through our early childhood curriculum, promoting their right to be strong, resilient, and listened to.

**Training**

* + Training opportunities are sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) and neglect and that they are aware of the local authority guidelines for making referrals. Training opportunities should also cover extra familial threats such as online risks, radicalisation, and grooming, and how to identify and respond to families who maybe in need of early help, and organisational safeguarding procedures.
	+ Jo Inchley receives appropriate training, as recommended by the local safeguarding partners, every two years and refreshes her knowledge and skills at least annually.
	+ We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
* Jo Inchley receives updates on safeguarding via emails, newsletters, and online training.

**Planning**

• The layout of the bus allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other children or volunteers.

**Curriculum**

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

**Confidentiality**

• All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the local safeguarding partners and in line with the GDPR, Data Protection Act 2018, and Working Together 2018.

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**Support to families**

* We believe in building trusting and supportive relationships with families, staff, and volunteers.
* We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children’s social care team.
* We will continue to welcome children and their families whilst investigations are being made in relation to any alleged abuse.
* We follow the Child Protection Plan as set by the child’s social worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
* We will engage with any child in need plan or early help plan as agreed.
* Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure, and only if appropriate under the guidance of the local safeguarding partners.

**Contact numbers and emails**

Jo Inchley (theartbuschester.com)

**Cheshire West and Chester safeguarding children partnership**

Integrated Access and Referral Team - 0300 123 7047 / 01244 973400
8.30am - 5pm Monday – Thursday (8.30am – 4:30pm Friday)
Emergency Duty Service (Out of hours):
01244 977277 8.30am to 5pm, Monday – Thursday (4:30pm to 8.30am Friday) and 24 hours throughout the weekend and Bank Holidays 01244 977277

www.cheshirewestscp.co.uk
To make a referral i-ART@cheshirewestandchester.gcsx.gov (secure email)
Cheshire West and Chester LADO (Local Authority Designated Officer) 0151 3374570 safeguardinglado@cheshirewestandchester.gov.uk

**Wirral Safeguarding children partnership (WSCP)**

Wirral Integrated Front Door – 0151 606 2008 9am to 5pm, Monday to Friday, Emergency Duty Service (Out of hours) contact 0151 677 6557 www.wirralsafeguarding.co.uk

Wirral LADO (Local Authority Safeguarding Officer) 0151 606 4442

www.wirralsafeguarding.co.uk/professionals/lado-allegations
Designated officer – anneking1@wirral.gov.uk or kerrywilliams@wirral.gov.uk

**North Wales Safeguarding board**

Duty Social Worker at Flintshire County Council.
The Duty Social Worker, Duty and Assessment Team, Flintshire County Council, Social Services for Children, County Offices, Chapel Street, Flint, CH6 5BD. 01352 701000. Out of hours number 0845 0533116. www.northwalessafeguardingboard.wales ChildProtectionReferral@flintshire.gov.uk

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**Cheshire East Safeguarding Children’s partnership (CESCP)**

Cheshire East Integrated Front door – (8.30am to 5pm option 3) Cheshire East Consultation Service (ChECS) 03001235012
Out of hours 03001235022
CESCP@cheshireeast.gov.uk

www.cheshireeastlscb.org.uk

NSPCC: 0808 800 500
Police: 999 (Emergency) or 101 (Non-Emergency) Anti-terrorist hotline: 0800 789 321

Cheshire Police 24 hour
Tel: 0845 458 0000 (non-emergency) Always contact 999 in an emergency

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**Whistleblowing Policy**

**Introduction**

The Art Bus Chester is an organisation committed to delivering a high-quality art school and out of school hours service, promoting organisational accountability and maintaining public confidence.
Employees are often the first to realise that something seriously wrong may be happening within the setting.

**Definition**

Whistleblowing is raising a concern about malpractice within The Art Bus Chester, where the interests of others or the organisation itself are at risk.

The Art Bus Chester promotes and encourages good communication and any questions of malpractice should be dealt with satisfactorily long before the need for Whistle Blowing. Staff/volunteers/parents should feel they can raise questions about any area of concern to Jo Inchley at any time, so that practices can be revised and modified before they cause harm.

However, the responsibility for Whistle Blowing rests with any member of staff/volunteer/parent who is aware of or has concerns regarding unacceptable practice even though “blowing the whistle” may cause ill feeling and create difficult and problematic situations. Any issues concerning areas of malpractice must be dealt with in the early stages, hopefully preventing any escalation.

Staff/volunteers/parents may not express their concerns either because they feel that speaking up would be disloyal to their colleagues or to the company or because they fear harassment or victimisation. In these circumstances it may be easier to ignore the concern than to report what may be a suspicion of malpractice.

This policy provides individuals in the workplace with protection from victimisation or punishment where they raise a genuine concern about misconduct or malpractice in the organisation.
The company is committed to the highest possible standards of openness and accountability. It encourages employees and others with serious concerns to come forward and voice those concerns about any aspect of the setting’s work. It recognises that certain cases will have to proceed on a confidential basis. This policy makes it clear that staff can do so without fear of reprisals and is intended to encourage anyone to raise serious concerns within the setting rather than overlook a problem or publicly disclosing the matter.

The policy is underpinned by the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability in the public interest.

Concerns raised under this Whistleblowing Policy should be about something that is or may be:

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* A criminal offence
* Failure to comply with any legal obligation
* Conduct around safeguarding/child protection concerns
* A miscarriage of justice
* Danger to health and safety of an individual and/or environment
* Deliberate concealment of information about any of the above.

It is not intended that this policy be a substitute for, or an alternative to our company formal Complaints Procedure, but is designed to nurture a culture of openness and transparency within the organisation, which makes it safe and acceptable for employees and volunteers to raise, in good faith, a concern they may have about misconduct or malpractice.

**Confidentiality**

All concerns will be treated in confidence and the setting will do its best to protect your identity if you do not want your name to be disclosed. If investigation of a concern discloses a situation which is sufficiently serious to warrant disciplinary action or police involvement, then your evidence may be important. Your name will not however be released as a possible witness until the reasons for its disclosure at this stage have been fully discussed with you.

**Any issues or concerns please contact Jo Inchley 07800 721903**

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**Recording Concerns Policy
Managing Allegations Against Adults (Staff) Working with Children**

At The Art Bus Chester welfare and safety of a child or young person is paramount. Whilst working with children, young people, or a family there may be concerns regarding the behaviour of an employee or volunteer working with a child or family. This could be in relation to inappropriate behaviour or harm being committed against a child or young person (e.g., if they hurt a child, breach the code of conduct, or do something considered to be poor practice). Regardless of whether or not they work on behalf of our organisation, or another organisation, the person who witnessed it should consult Jo Inchley as Safeguarding Lead /Designated Lead as a matter of urgency.

In the event that there are concerns about the behaviour of the Safeguarding Lead, you should contact the headteacher attached to the setting where the bus is running. Any allegation or disclosure of abuse perpetrated by a professional is taken extremely seriously and you should consult with the Local Authority Designated Officer (LADO) to discuss the nature of concerns raised or allegations made and to arrive at a decision on how to proceed. They would follow the LADO procedure following this link https://www.cheshirewestscp.co.uk/wp- content/uploads/2019/03/Managing -Allegations-Procedure-March-2019.pdf to make a referral.

**What to do if an allegation is made by a child or young person**

The person to whom the allegation is reported must:

* Treat the matter seriously
* Ensure that, where necessary, the child/young person receives appropriate medical attention
* Make a written record of the information using the Childs/Parents own words, including when the alleged incident took place, who was present; and what happened. Sign and date the written record
* Report the matter immediately to Jo Inchley. Where Jo Inchley as owner of The Art Bus Chester is the subject of the allegation a referral should be made to the LADO who can then advise about best way to proceed.
* Confidentiality must always be maintained

**Initial action by the Owner**

The Owner will:

* Obtain brief statements signed and dated by the person receiving the allegation
* Countersign and date the written details
* Record any other information and names of potential witnesses
* Establish a chronology of significant events
* Consider any information already known about
* Not discuss or share relevant information with anyone other than the senior manager/LADO to whom it is reported and those involved
* Discreetly check any incident or logbooks

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* Based on these factors, make a professional judgement, and record the reason for any subsequent action taken.
* The owner should consult the LADO as soon as possible but certainly within 1 WORKING DAY. No action should be taken until this decision takes place, unless emergency action is required to safeguard or protect the child concerned, in which case the usual child protection procedures will take precedence.
* Not delay contact with the LADO in order to gather information.
* Consult immediately with the Emergency Duty Team or Local Police if an allegation requiring immediate attention is received outside of normal hours. They must ensure they inform the LADO the next working day.
* Suspend the member of staff (or close down The Art Bus Chester if the allegation is against its owner) pending full investigation of the allegation if it is deemed necessary to do so by LADO.
* Make a referral to the Disclosure and Barring Service if it is deemed appropriate to do so.

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**Arrivals and Departures Policy**

The Art Bus Chester recognises that the safe arrival and departure of the children in our care is paramount.

When parents/carers are present near the bus they are responsible for the care and wellbeing of their children.

Jo Inchley will ensure that an accurate record is kept of all children in the setting, and that any arrivals or departures are recorded on the register. This register will always be kept in an accessible location on the premises. This process will be supplemented by regular head counts during the session.

**Arrival and Departure Procedure**

**Arrival of children to The Art Bus**

It is our policy to give a warm welcome to each child/adult/family upon arrival at the Art Bus Chester. As children arrive at the Art Bus Jo Inchley will:

* Immediately record a child’s arrival time on the daily attendance register.
* Greet parents/carers and request any information from parents/carers regarding a child’s wellbeing which parents/carers feel needs to be shared with staff.
* Record any specific information provided by the parent/carer which will support the child’s wellbeing whilst they are in the bus.
* Ensure that where a child requires medication during the day the parent/carer has completed a medication consent form in line with the Administering Medication Policy.

**Arrival of After School Art Club children**

Jo Inchley will greet each child warmly at their classroom and record their attendance on the daily attendance register.

Escorting children to the Art Bus

* The setting and school have a clear agreement concerning the transfer of responsibility for children’s safety.
* The school and the setting keep an identical register of children who require escorting between locations which is updated daily.
* After school, all children will be picked up from their class and escorted to the bus.
* If a child is booked into the setting but is not at the collection point, staff will check to see if the child was present at school that day.
* If the whereabouts of the child is not known, staff will immediately inform the designated contact at the school and the child’s parents or carers.
* Jo Inchley will escort the children from school to the setting.
* Staff will follow the individual procedure for each setting e.g., walking bus policy and procedure to transfer from one setting to another (after school collection/registration is likely to be different for each setting).

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**Departures**

On no account will staff hand over a child to anyone other than the known parent/carer unless an agreement has been made at the time of arrival of the child that an alternative adult will be collecting the child.

* Children can only be collected by an adult who has been authorised to collect them on their registration form.
* The child’s parents or carers must inform the setting in advance if someone who is not listed on the registration form is to collect the child. Jo Inchley will contact the main parent or carer for confirmation if they have any concerns regarding departures.
* Where a parent/carer has informed and agreed with Jo Inchley that an alternative named adult will be collecting the child the settings staff will ask parents/carers to ensure that the following is in place:
* -  Parents/carers have informed staff working within their child’s setting that they will not be collecting their child at the end of the session and have clearly informed staff about the adult who will be collecting the child. For all preschool, nursery and primary school children only persons age over 16 years will be allowed to collect a child unless that person is the child’s parent.
* -  Parents/carers have provided staff with a description of the person who will be collecting the child, their name and relationship to the child. Staff will record this information on a record of contact form.
* -  Parents/carers will have in place an agreed password which staff will use to identify that the person collecting the child is the right person.
* -  Where possible parents/carers will bring the alternative person to the bus prior to them collecting a child to introduce them to staff; this will help with identification later when required.
* -  The parent or carer must notify the setting if they will be late collecting their child. If the setting is not informed; the **Uncollected Children Policy** will be followed.
* -  Children over the age of 10 will only be allowed to leave the setting alone at the end of the session if the setting has discussed this fully with the child’s parents and has received their written consent.
* -  Children below the age of 10 will not be allowed to leave the setting unaccompanied.

**Absences**

* If a child is going to be absent from a session, parents should notify the setting in advance, the full charge of the session will still be applied to ALL sessions.
* If a child is absent without explanation, staff will contact the parents or carers and the school to check where the child should be. If there is no explanation for the absence the setting will activate the **Missing Child Policy and Procedure**. The full charge of the session will still be applied.
* The setting will try to discover the causes of prolonged and unexplained absences which will be recorded on the daily attendance register. Regular absences could indicate that a child or family is having some difficulties and might need additional support.

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**Uncollected Child Policy**

**Policy statement**

The Art Bus Chester will ensure that all children are collected by a parent or carer at the end of each session. If a child is not collected by an authorised adult by their expected collection time and the parent or carer has not notified the setting that they will be delayed, we will put into practice agreed procedures. The child will receive a high standard of care to cause as little distress as possible.

**We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.**

Procedures

• Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form:

* -  Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
* -  Place of work, address, and telephone number (if applicable).
* -  Mobile telephone number (if applicable).
* -  Names, addresses, telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
* -  Who has parental responsibility for the child?
* -  Information about any person who does not have legal access to the child.
* -  On occasions when parents are aware that they will not be at home or in their usual place of work, they inform the setting in writing of how they can be contacted in advance or verbally to the Jo Inchley who will record the discussion on a record of contact.
* -  On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide the setting with written/verbal details of the name, address and telephone number of the person who will be collecting their child. The setting agrees with parents how to verify the identity of the person who is to collect their child using a password.

If a child is not collected at their expected collection time, Jo Inchley would follow the procedures below:

**Up to 15 minutes late**

* + When the parent or carer arrives, they will be reminded that they must call the setting to notify us if they are delayed.

**Over 15 minutes late**

* The child’s file is checked for any information about changes to the normal collection routines. Staff will check with school teachers to see if any information has been given to them in the morning that relates to any changes to collection or pick up.

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* If no information is available, parents/carers are contacted at home or at work using the details on file.
* If there is no response from the parent or carer, messages will be left requesting that they contact the setting immediately. J Inchley will then try to contact the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the Registration Form.
* All reasonable attempts are made to contact the parents or nominated carers.
* While waiting to be collected, the child will be supervised by Jo Inchley.
* The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
* When the parent or carer arrives, they will be reminded that they must call the setting to notify us if they are delayed, and that penalty fees will have to be charged (except in exceptional circumstances).

**Over 30 minutes late**

* If no-one collects the child within 30 minutes of their expected collection time and there is no named contact who can be contacted to collect the child, we apply the procedures for uncollected children.
* If we have any cause to believe the child has been abandoned, we contact the local authority children’s social care partnership team:
If the children’s social care partnership team is unavailable, we will contact the local police.
* After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again.
* The child stays at the setting in the care of Jo Inchley until the child is safely collected either by the parents or by a social care worker, or by another person specified by social care.
* Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
* Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
* We ensure that the child is not anxious, and we do not discuss our concerns in front of them.
* A full written report of the incident is recorded on the same day.
* Depending on circumstances, we reserve the right to charge parents for the additional hours worked.

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**Missing Child Policy**

**Policy statement**

Children’s safety is our highest priority, both on and off the premises. Every attempt is made, to ensure the security of children is always maintained. At The Art Bus Chester, Jo Inchley is always alert to the possibility that a child/ren can go missing during a session. To minimise the risk of this happening Jo Inchley will carry out periodic head counts, particularly when transitioning children between locations (e.g., walking from the school to the bus for After School Art Club). In the unlikely event of a child going missing, our missing child procedure is followed.

**Procedures**

If a child cannot be located, the following steps will be taken:

* As soon as it is noticed that a child is missing the register is checked to make sure no other child has also gone astray.
* The school/setting where the bus is parked is informed that a child is missing.
* Jo Inchley will carry out a thorough search of the premises and the surrounding area if possible. If she has other children in her care, she will call the school/premises where she is parked and ask for assistance.
* Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
* If the child is not found, Jo Inchley calls the police immediately (within 15 minutes) and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.
* The parent(s) are then called and informed.
* A recent photo and a note of what the child is wearing is given to the police.
* Jo Inchley records when and where the child was last seen.
* If possible, Jo Inchley will continue to search for the child whilst waiting for the police and parents to arrive.
* We will maintain as normal a routine as possible for the rest of the children at the setting making sure that adult/child ratios are maintained as much as possible.

**The investigation**

* The parent(s)/Carer(s) may also raise a complaint with The Art Bus Chester.
* Jo Inchley will write an incident report detailing:
	+ -  The date and time of the incident.
	+ -  Where the child went missing from e.g., the setting.
	+ -  When the child was last seen in the premises, including the time it is estimated that the child went missing.
	+ -  What has taken place in the premises since the child went missing.
	+ -  The report is counter-signed by the headteacher/member of staff who assisted Jo Inchley and the date and time added.
* A conclusion is drawn as to how the breach of security happened.
* If the incident warrants a police investigation, Jo Inchley will co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children’s social care may be involved if it seems likely that there is a child protection issue to address.

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* In the event of disciplinary action needing to be taken, The Art Bus Chester’s public liability insurance company are informed.

**Managing people**

* Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
* Jo Inchley will feel worried about the child as she is responsible for the safety of that child within her setting. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
* They may be the understandable target of parental anger and they may be afraid. The parents will feel angry, and fraught. They may want to blame Jo Inchley and they may direct their anger at her. When dealing with a distraught and angry parent, there Jo Inchley may require a witness. No matter how understandable the parent’s anger may be, aggression or threats against our staff are not tolerated, and the police should be called.
* The other children are also sensitive to what is going on around them. They too may be worried. They will still need caring for and Jo Inchley must be focused on their needs and must not discuss the incident in front of them. She should answer children’s questions honestly, but also reassure them.
* In accordance with the severity of the final outcome, Jo Inchley may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. Jo Inchley will use her discretion to decide what action to take.
* Our staff must not discuss any missing child incident with the press without taking advice.

**Useful numbers**

Social Care Partnership: 01244 873400

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**Online Safety, Mobile Phones, and Cameras Policy
This includes cameras, mobile phones, interactive devices, and interactive watches.**

**Policy statement**

The Art Bus Chester takes steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

The Art Bus Chester recognises that the Internet is a useful resource for both staff and children, for purposes of research, homework, and entertainment.

**Procedures**

Jo Inchley is responsible for co-ordinating action taken to protect children:

**Information Communication Technology (ICT) equipment**

* Only ICT equipment belonging to the setting is used by staff and children.
* The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
* All computers have virus protection installed.
* The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

**Internet access**

* Children do not normally have access to the internet and never have unsupervised access.
* If staff access the internet with children for the purposes of promoting their learning, written permission is gained from parents who are shown this policy.
* The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
* Children are taught the following stay safe principles in an age-appropriate way prior to using the internet.
	+ **-**only go online with a grown up
	+ **-**be kind online
	+ **-**keep information about me safely
	+ **-**only press buttons on the internet to things I understand
	+ **-**tell a grown up if something makes me unhappy on the internet
* If a child encounters something inappropriate on the internet, Jo Inchley will be informed, and the incident will be noted on an Incident Record. The parent will be asked to sign the Incident Record.
* The designated person will also seek to build children’s resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways.

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* If a second-hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
* All computers for use by children are located in an area clearly visible to staff.
* Google Safe search Filtering is turned on; children are encouraged to use a child-safe search tool such as Yahoo Kids.
* The computer’s browser history is regularly checked to monitor which sites are being accessed and all staff and children are informed of this fact.
* Children are not allowed to access social networking sites.
* Jo Inchley will report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.
* Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency’s Child Exploitation and Online Protection Centre at www.ceop.police.uk**.**
* Jo Inchley will ensure access to age-appropriate resources to enable them to assist children to use the internet safely.
* If Jo Inchley becomes aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or www.nspcc.org.uk, or Childline on 0800 1111 or www.childline.org.uk.

A copy of the **SMART** guidelines will be printed out and kept next to the computer within our club settings. The guidelines will be explained to any children wishing to access the Internet:

* **Safe:** Keep safe by not giving out personal information – such as name, email, phone number, address, or school name – to people who you do not trust online.
* **Meeting:** Never agree to meet anyone you have only met online unless your parent or carer is with you.
* **Accepting:** Do not accept emails or instant messages, or open files, images, or texts from people you do not know. They can contain viruses or nasty messages.
* **Reliable:** Not all the information found on the Internet is reliable and people you meet online will not always be telling the truth.
* **Tell:** Tell a member of staff or your parents if someone or something you encounter online makes you feel uncomfortable.

**Email**

* Children are not permitted to use email in the setting. Jo Inchley may be permitted to use setting equipment to access parents’ emails.
* Staff do not access personal email whilst supervising children but it is sometimes unavoidable to access work email whilst in Art Club as parents often use that as their only form of last minute communication e.g. ‘there has been and emergency, can you please collect my child.....’.

Jo Inchley will foster a ‘culture of safety’ in which the children and staff are protected from abuse, harm and distress. We therefore have a clear policy on the acceptable use of mobile devices that is understood and adhered to by everyone, staff, volunteers, children, and parents.
Abiding by the terms of the settings mobile devices policy ensures that we all:

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• Protect children from harm and abuse.
• Prevent staff from being subject to false allegations.
• Help staff remain focused on the care of children.
• Work in an open and transparent environment.
• Upon registration permission is sought from parents / carers for photographs to be taken of their child to record the child’s stage of development in their learning journey and shared with the child’s parents.
• Permission is also requested on registration to allow staff to use photographs on display boards or on setting website/Facebook/Instagram/Twitter/Tiktok.
• No payments will be made or taken for using photographs of a child in any of the above situations.

**Mobile phones – children**

* Children may have mobile phones or other ICT devices with them after school. If a child has a mobile phone or ICT device with them, we ask them to place them securely in their bags until the end of the session.
* Whilst we understand that some children have mobile devices and interactive watches, we do not allow any child to use these within the setting.
* The setting does not accept any responsibility for loss or damage to mobile devices brought into the setting by the children, all devices must always be stored within the child’s bag in the setting.
* Children must not use their mobile devices to take photographs of any kind whilst at the club. If they want a photograph of a particular activity, they can ask a member of staff to take one using the setting camera.

**Mobile phones – staff and visitors**

* Staff, parents, and visitors will be challenged if attempting to use their mobile devices within the setting.
* Personal mobile phones are not used by our staff on the premises during working hours unless in an emergency. They will be stored in a box on the side.
* In an emergency, personal mobile phones or the setting phone may be used to make an urgent personal call in an area where there are no children present, with permission from Jo Inchley.
* Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
* If a volunteer has a family emergency or similar and needs to keep their mobile device to hand, prior permission must be sought from Jo Inchley.
* Under no circumstances may staff use their personal mobile device to take photographs at the setting during working hours.
* Under no circumstances must cameras or mobile devices of any kind be taken into the toilet.
* At all times, the setting camera must be placed in a prominent place where it can be seen.
* All cameras in the setting including those on staff mobile devices can be subject to scrutiny at any time by the safeguarding officer.

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* Parents and all other visitors must not use their mobile phones or any other device to take photographs within the setting. This includes taking photographs of their own children.
* If they want to have a photograph of their child involved in an activity or at play parents can ask a member of staff to take one using the setting camera.
* Parents and visitors are requested not to use their mobile phones whilst on the premises.
* Any staff member, volunteer or student found to be none compliant with this policy will face disciplinary action.

**Cameras and videos**

* Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
* Photographs and recordings of children are only taken for valid reasons i.e., to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). Such use is monitored by Jo Inchley.
* Where parents request permission to photograph or record their own children at special events, general permission should be gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else’s child or to upload photos of anyone else’s children onto social media such as Facebook or Twitter.
* If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their setting on it.

**Social media**

* Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
* Jo Inchley may accept service users and parents (but not children) as friends due to it being a breach of expected professional conduct.
* If, in the event that staff name the organisation or workplace in any social media, they should do so in a way that is not detrimental to the organisation or its service users.
* Staff/volunteers should observe confidentiality and refrain from discussing any issues relating to work.
* Staff should not share information they would not want children, parent’s or colleagues to view.
* Jo Inchley should record any concerns or breaches concerned with social media.
* Staff should avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, a risk assessment and agreement in relation to boundaries is agreed.

**Use and/or distribution of inappropriate images**

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* Jo Inchley is aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
* Jo Inchley is aware that grooming children and young people online is an offence in its own right and concerns about a colleague’s or others’ behaviour are reported (as above).

**Further guidance**

• NSPCC and CEOP *Keeping Children Safe Online* training: www.nspcc.org.uk/what-you-can- do/get-expert-training/keeping-children-safe-online-course/

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**Looked After Children Policy**

**Policy statement**

The Art Bus Chester is committed to providing quality provision based on equality of opportunity for all children and their families. Jo Inchley (the owner) is committed to doing all she can to enable ‘looked after’ children in her 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 into 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. 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.

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 two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children’s lives, as 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. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

**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.
* We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer.
* 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 the child.

**Procedures**

* Jo Inchley is the designated person for looked after children and the designated child protection coordinator.

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* Every child is allocated Jo Inchley before they start, and this is no different for a looked after child. The designated person ensures she has the information, support, and training necessary to meet the looked after child’s needs.
* The designated person liaises with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
* The setting recognises the role of the local authority children’s social care department as the child’s ‘corporate parent’ and the key agency in determining what takes place with the child. Nothing changes, especially regarding the birth parent’s or foster carer’s role in relation to the setting, without prior discussion and agreement with the child’s social worker.
* At the start of a placement there is a professional’s meeting to determine the objectives of the placement and draw up a care plan that incorporates the child’s learning needs. This plan is reviewed after each placement ends and before they join another session.
* The care plan needs to consider issues for the child such as:
* **-**their emotional needs and how they are to be met.
* **-**how any emotional issues and problems that affect behaviour are to be managed?
* **-**their sense of self, culture, language(s), and identity – and how this is to be supported.
* **-**their need for sociability and friendship.
* **-**their interests and abilities and possible learning journey pathway; and
* **-**how any special needs will be supported?

• In addition, the care plan will also consider:

* **-**how information will be shared with the foster carer and local authority (as the ‘corporate parent’) as well as what information is shared with whom and how it will be recorded and stored.
* **-**what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed.
* **-**what written reporting is required.
* **-**wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and

The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the ‘proximity’ stage is followed until it is visible that the child has formed a sufficient relationship with Jo Inchley for them to act as a ‘secure base’ to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.

* In the first two weeks after settling-in, the child’s well-being is the focus of observation, their sociability, and their ability to manage their feelings with or without support.
* Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.

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* Concerns about the child will be noted and discussed with the foster carer.
* If the concerns are about the foster carer’s treatment of the child, or if abuse is suspected, these are recorded and reported to the child’s social worker according to the setting’s safeguarding children procedure.
* Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
* The transition to school will be handled sensitively. The designated person will liaise with the school, passing on relevant information and documentation with the agreement of the child’s social worker as detailed in the care plan.

**Further guidance**

* Guidance on the Education of Children and Young People in Public Care (DfES 2000)
* Who Does What: How Social Workers and Carers can Support the Education of Looked After?

Children (DfES 2005)

* Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)

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**Staffing Policy (group provision)**

**Policy statement**

Our staffing ratio will be in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Jo Inchley is appropriately qualified (B.A. Ed. in Art and Education and PGCE in Art and Teaching), and will carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

**Procedures**

* We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over as follows:
	+ - There is at least one member of staff for every 13 children.
* Where the provision is solely after school club for children who normally attend Reception class (or older) during the school day The Art Bus Chester provides sufficient space as for a class of 18-20 children. The Art Bus will ensure the safety and welfare of children, bearing in mind the type(s) of activity and the age and needs of the children.
* We only include those aged 17 years or older within our ratios where they are competent and responsible. We may also include students on long-term placements and volunteers (aged 17 or over) and apprentices (aged 16 or over), where we deem them to be suitably qualified and experienced.
* A minimum of two staff/adults are on duty at any one time; one
* We ensure that children are always within sight and hearing of staff.
* Our staff, students and volunteers inform Jo Inchley if they must leave their area and tell her where they are going.
* Our staff, students and volunteers always focus their attention on children and do not spend time in social conversation with friends/parents while they are working with children (unless absolutely necessary).

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**Student Placements Policy**

**Policy statement**

The Art Bus Chester recognises that qualifications and training make an important contribution to the quality of the care and education we provide. As part of our commitment to quality, we offer placements to school pupils on work experience.

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

**Procedures**

* We require students aged 17 and over who volunteer to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).
* We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
* We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character.
* We always supervise students under the age of 17 years and do not allow them to have unsupervised access to children.
* Students are not counted in our staffing ratios.
* Students (aged 17 and over) and apprentices (aged 16 and over) may be counted in the ratios if they are deemed to be suitably qualified and experienced.
* We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.
* We require students to keep to our Confidentiality and Client Access to Records Policy.
* We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
* We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
* We communicate a positive message to students about the value of qualifications and training.
* We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.

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**Lone Worker Policy**

The Health and Safety at Work etc Act 1974 and The Management of Health and Safety at Work Regulations 1999 requires us to provide a safe environment, safe equipment, and safe working systems of work on our premises.
These requirements are applicable to all our work situations and in particular where staff are working alone.

The Art Bus Chester defines a ‘Lone Worker’ as in any situation where a worker has no visual or audible contact with a second person that can provide assistance in case of accident, illness, or other emergency. This could also mean a member of staff working in isolation for a significant period or on a regular basis either in the bus or working with a child one to one or a small group of children.

Jo Inchley acknowledges that there may be an increased risk to health and safety of herself working alone. Lone Workers must take reasonable care of their own safety and have a duty of care towards all those who may be affected by their work activities. This includes reporting all significant accidents and incidents (including near misses) and ensuring they follow the good practice guidelines relating to lone working.
In most situations it is best practice to have at least two adults present when working with children and young people but the nature of The Art Bus Chester is that it is owned and managed by one person.

Jo Inchley will supervise a small group of children on their own.

**PROCEDURE**

* Appropriate risk assessments are undertaken and this policy and the accompanying guidance notes aim to assist Jo Inchley in developing strategies for controlling risks identified; and the measures introduced should minimise risks wherever reasonably practicable.
* Jo Inchley has written and read the lone worker risk assessment and will co-operate with the arrangements as set out and with any safe system of work highlighted.
* The comprehensive information on the risks to their health and safety, including an induction covering the hazards, emergency procedures and the management controls for those risks will be focused on the lone worker situation.
* Lone Workers must take reasonable care of their own safety and have a duty of care towards all those who may be affected by their work activities. This includes reporting all significant accidents and incidents (including near misses) and ensuring they follow the good practice guidelines relating to lone working.
* Any new hazards/risks or concern’s must be modified as soon as possible in the risk assessment.
* The Art Bus Chester is very aware that it is normally best practice to ensure that there is another adult nearby, within sight and hearing, whenever staff are working with children. This is because:
* -  If a medical or other type of emergency arises, it may be impossible to manage by yourself.

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* -  If you are working with more than one child, there may be a need to give one child some time out from the rest of the group if, for example, the child becomes distressed, feels unwell or there is a behavioural issue.
* -  One of you can stay with the children whilst the other person makes or takes a phone call or speaks face to face with a parent or carer.
* -  It is supportive both to you and to the children to have more than one adult present; two heads are better than one, provided that you and your co-worker have a good understanding of how each other works and are not at risk of undermining or confusing each other or the children.
* -  The other person can act as a witness to what takes place if this is ever questioned, and you can do the same.

**However, this will not be possible in this setting. There may be volunteers present at times but Jo Inchley will be a lone worker on The Art Bus Chester.**

In such situations, you can make use of other safeguards by making sure that:

* -  If possible, someone else is in close proximity – for example, in the next room or in sight even if not within hearing distance or easily contactable via phone.
* -  Someone else always knows the time and place when you are alone with a child.
* -  You and the child/children know what to do in an emergency, how to contact the parent/carer and/or another worker.
* -  You have access to a phone or can summon help by calling out.
* - The CCTV on the bus will be able to record each session to protect the lone worker against any accidents, accusations.

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**Employment Policy**

**Policy statement**

The Art Bus Chester meets the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements. We will have a safer recruitment process in place with step-by-step procedures if we employ anyone.

**Procedures**

Vetting for volunteers (and staff in the future)

* We work towards offering equality of opportunity by using non-discriminatory procedures for volunteer/staff selection.
* Our staff will have job descriptions, which set out their roles and responsibilities.
* We welcome applications from all sections of the community. Applicants are considered based on their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
* If needed, we will follow the requirements of the Early Years Foundation Stage guidance on checking the suitability of all staff and volunteers who will have unsupervised/supervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
* Where an individual is subscribed to the DBS Update Service, we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
* We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.
* Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
* We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up to date for the duration of their employment with us.
* Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person’s employment with us will be terminated.

**Training and staff development**

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* Jo Inchley (owner) is qualified to teach age 3-18 year olds and has years of experience in teaching art and pottery.
* Jo Inchley will update her training regularly.
* We provide volunteers with induction training in the first week with us. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy.
* We are committed to recruiting, appointing, and employing staff in accordance with all relevant legislation and best practice.

**Staff taking medication/other substances**

* If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Our staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
* Staff medication on the premises will always be stored securely and kept out of reach of the children.
* If we have reason to believe that a member of our staff/volunteer is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

**Managing absences and contingency plans for emergencies**

* Jo Inchley will have set holiday times which will be chosen at her discretion.
* As Jo Inchley is a sole trader, if she suffers illness which prevents her from working, The Art Bus will be closed until she has recovered.

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**Early Years Foundation Stage Policy**

The Art Bus Chester is committed to the delivery of high-quality learning and education of children from birth to five years which is guided by the statutory framework for the early year’s foundation stage. Children start to learn about the world around them from the moment they are born. The care and education offered at The Art Bus Chester helps children to continue to do this by providing all the children with interesting activities that are appropriate for their age and stage of development.

The EYFS covers children from birth to the end of their reception year.
Children learn through play and an exciting environment with strong relationships with parents and carers.
Jo Inchley is responsible for ensuring the environment, resources and teaching covers both the prime and specific areas of learning and adheres to the 4 themes and principles and consider the characteristics of effective learning when planning and implementing the EYFS curriculum.

**4 themes**

1. Unique child
2. Positive relationships
3. Enabling environments
4. Learning and development

These themes underpin all the guidance, the development matters show how these themes and the principles that inform them, work together for children in the EYFS.

**7 areas of learning**

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, from relationships and thrive. These three areas are:

**Prime areas**

1. Physical development
2. Communication and language
3. Personal social and emotional

The Art Bus Chester will try to support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

**Specific areas of learning**

1. Understanding of the world
2. Expressive arts and design
3. Literacy

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1. Maths

Jo Inchley will implement the EYFS stages using art and will ensure the environment, resources, and teaching covers both the prime and specific areas of learning. For younger children, the emphasis is on the 3 prime areas.

* Each area of learning and development must be implemented through planned, purposeful play and through a balance of adult-led and child-initiated activities.
* For children, whose home language is not English, the setting takes reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
* Practitioners consider the individual needs, interests, and stage of development of each child in their care and must use this information to plan a challenging and enjoyable experiences for each child in all the areas of learning and development.
* Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas.
* Jo Inchley will work in partnership with outside agencies to support children with SEN and follow their interventions alongside observations and assessments.

In planning and guiding children’s activities, Jo Inchley must reflect on the different ways that children learn and reflect these in their practice. She must consider what she intends to teach children, how this will be implemented and the impact of this on the children’s learning. The three characteristics of effective teaching and learning are:

* + Playing and exploring
	+ Active learning
	+ Creating and thinking critically

**Assessment**

Assessment plays an important part in helping parents, carers, and practitioners to recognise children’s progress, understand their needs and to plan activities and support.
Formative assessments will be captured by Jo Inchley following the observation, assessment, and planning cycle.

Jo Inchley will aim to teach the highest quality of teaching and learning by:

* Delivery of relevant training
* Role modelling
* Peer observations
* Quality of interactions
* Implementation of the curriculum to support individual children, and groups of children
* Working in partnerships with parents to support children’s learning and development
* Ensure differentiation is apparent for all children within the environment and the activities provided.

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Jo Inchley will work with external agencies to support children who require additional support with the implementation of an EHCP plan, speech and language support, children with EAL.
Jo Inchley will work closely with parents and develop a curriculum which is based around children’s interests, working in partnership to support the child through each area of learning working towards the ELG met at the end of Reception.

* Jo Inchley will undertake any required training both externally and in house regarding EYFS.

The setting always follows play principles, allowing children to choose how they occupy their time, and never forcing them to participate. (See **Play Policy**)

**Procedure**

* Jo Inchley will follow observation assessments and planning cycle through a range of observations and record this to inform choices for further planning for each year group.
* Jo Inchley will strive to provide enhancements to support children’s interests and next steps in her planning for each year group.
* Jo Inchley will complete a FIP (Focused Improvement Plan) to assess what projects/activities work for each year group.

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**Settling In Policy**

All children are unique and the amount of time that a child takes to settle at The Art Bus Chester can vary enormously. Therefore, children will be given time to settle in at their own pace, to make them feel welcome, safe, and confident in a new environment.
The Art Bus Chester strongly encourages parents/carers to visit the premises with their children for an initial taster session (only applicable to preschool/nursery) if they are feeling wary about coming to the club.

**PROCEDURE Preschool / Nursery**

* All children will be greeted in a warm and friendly manner. They, along with their parents/carers, will be introduced to the bus and what we may get up to in an art session.
* Parents/carers and children will also be introduced to Jo Inchley enabling the child to get to know her. Also this gives opportunity for the parent/carer to share information to ensure the child has the best possible start to their early years education.
* Before a child starts to attend our setting, we use a variety of ways to provide his/her parents/carers with information. These include written information including our policies, our website and displays about activities available within the setting
* We use an ‘all about me’ document at the first session which will ask the children what they would like to learn about art or skills they would like to learn in the session (age appropriate).
* We judge a child to be settled when they have formed a relationship with Jo Inchley and when the child is also familiar with where things are and is pleased to see other children and participate in activities.

**After School Art Club**

* Children and parents/carers will be informed about The Art Bus’s programme of activities, rules and routines and where they can and cannot go.
* The child will be told about the fire evacuation procedure and the locations of all fire exits, according to the provisions of the Fire Safety policy.
* Jo Inchley will supervise children new to The Art Bus to ensure that they are happy in their new surroundings. The appropriate level of such supervision will be judged according to the child’s age, maturity and previous experiences.
* Jo Inchley will ask on a regular basis how a child is feeling, what activities they enjoy and if they are unhappy about anything.
* If it seems that a child is taking a long time to settle in, this will be discussed with their parents/carers at the earliest opportunity. Likewise, if a parent/carer feels that there is a problem during the settling in period, they should raise this with a member of staff. We will discuss refund for the sessions if the child is not settling and does not want to attend anymore.
* Jo Inchley will always be available to discuss any concerns or other issues with parents/carers regarding their child and their attendance at The Art Bus Chester. If parents/carers wish to meet Jo Inchley, they should make an appointment to come in for a chat.

**Toddler Groups**

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* All children will be greeted in a warm and friendly manner. They, along with their staff, will be introduced to the bus and what we may get up to in an art session.
* For toddler groups, staff/or a member of staff from the setting will be on the bus with Jo Inchley.
* Children and staff will be informed about The Art Bus’s programme of activities, rules and routines and where they can and cannot go.
* The children and staff will be told about the fire evacuation procedure and the locations of all fire exits, according to the provisions of the Fire Safety policy.
* Jo Inchley will supervise children new to The Art Bus to ensure that they are happy in their new surroundings. The appropriate level of such supervision will be judged according to the child’s age, maturity and previous experiences.
* Jo Inchley will ask on a regular basis how a child is feeling, what activities they enjoy and if they are unhappy about anything.
* If there are any issues with the children, the staff member will tend to the needs of the children in their care.

**Nursing Homes**

* All adults will be greeted in a warm and friendly manner. They, along with their carers will be introduced to the bus and what we may get up to in an art session.
* For adults from nursing homes, staff/or a member of staff from the setting will be on the bus with Jo Inchley.
* The adults and staff will be informed about The Art Bus’s programme of activities, rules and routines and where they can and cannot go.
* The adults and staff will be told about the fire evacuation procedure and the locations of all fire exits, according to the provisions of the Fire Safety policy.
* Jo Inchley will supervise adults new to The Art Bus to ensure that they are happy in their new surroundings. We use an ‘all about me’ document at the first session which will ask the adults what they would like to learn about art or skills they would like to learn in the session (age appropriate).
* Jo Inchley will ask on a regular basis how an adult is feeling, what activities they enjoy and if they are unhappy about anything.
* If there are any issues with the adults (for example, a disabled adult who may need to return to the nursing home to use the toilet), the staff member will tend to the needs of the adults in their care.

**Evening Classes**

* All adults will be greeted in a warm and friendly manner. They will be introduced to the bus and what we may get up to in an art session.
* The adults and staff will be informed about The Art Bus’s programme of activities, rules and routines and where they can and cannot go.
* The adults will be told about the fire evacuation procedure and the locations of all fire exits, according to the provisions of the Fire Safety policy.
* Jo Inchley will supervise adults new to The Art Bus to ensure that they are happy in their new surroundings. We use an ‘all about me’ document at the first session which will ask the adults what they would like to learn about art or skills they would like to learn in the session.
* Jo Inchley will ask on a regular basis how an adult is feeling, what activities they enjoy and if they are unhappy about anything.

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**General Activity Groups**

* All adults/children/setting staff will be greeted in a warm and friendly manner. They will be introduced to the bus and what we may get up to in an art session.
* The adults/children/setting staff will be informed about The Art Bus’s programme of activities, rules and routines and where they can and cannot go.
* The adults/children/setting staff will be told about the fire evacuation procedure and the locations of all fire exits, according to the provisions of the Fire Safety policy.
* Jo Inchley will supervise adults/children/setting staff new to The Art Bus to ensure that they are happy in their new surroundings. We use an ‘all about me’ document at the first session which will ask the adults and children what they would like to learn about art or skills they would like to learn in the session.
* Jo Inchley will ask on a regular basis how an adult or child is feeling, what activities they enjoy and if they are unhappy about anything.

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**Play Policy**

All children are entitled to play; it is intrinsic to their quality of life and an important part of how they learn and enjoy themselves. It is also a key component of a healthy lifestyle, enabling good physical, emotional, mental, and social development. At its most successful it offers children and young people as much choice, control, and freedom as possible.

At The Art Bus Chester we recognise the importance of play to a child’s development. As play workers and practitioners, we support and facilitate play, and do not seek to control or direct it. We will never force children to participate in play but allow children to initiate and direct the experience for themselves.

**PROCEDURE for facilitating play**

We will support and facilitate play by:

Providing an environment which is suitable for playing with a continuous provision set up for when they have finished their art activities.
Setting up the environment so that activities are ready before the children arrive.
Providing a range of equipment and resources.
Allowing children to request additional or alternative equipment as they choose.
Not expecting children to be occupied at all times.
Involving children in the planning of activities, to reflect their interests and ideas Intervening in play only when necessary: to reduce risks of accident or injury, or to encourage appropriate social skills
Keeping a record of activities and resources and evaluating them to ensure that appropriate and varied play opportunities are offered
Allowing children freedom of creative expression, particularly in artistic or creative play. Planning activities to enable children to develop their natural curiosity and imagination. Warning children in advance that play is about to end.
Explaining the reasons for refusing to provide an activity or resources.
Providing equipment and resources which promote positive images of culture, ethnicity, religion, gender, and disability.
Keeping an inventory of resources and equipment, which is updated regularly and reviewed to identify where any additional resources are required.
Regularly cleaning toys and resources.
Using Choking tubes to assess the risk of choking. Jo Inchley will ensure that resources within continuous provision cannot pass through the tube.

**Equipment**

The Art Bus Chester offers equipment and resources that encourage and enhance play experiences and involve children in the selection of additional resources.

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**Involving and Consulting Children Policy**

**The Art Bus Chester is committed to the principle of involving and consulting children whenever decisions are made within the setting that affect them.**

The setting believes that actively promoting the participation of children in decision-making processes is beneficial to children, staff, and the setting as a whole.
The settings commitment to involving and consulting children stems from the “listening to children” provisions as set out in Articles 12 and 13 of the United Nations Convention on the Rights of the Child. These state that:

* A child’s opinion should be considered in anything that affects them.
* Children should have information given in a way that enables them to make choice and decisions.
* For children, involvement and consultation helps them to develop new skills such as negotiating, sharing, and understanding how decisions are made, and recognises that their opinions are important.
* For both staff and the setting, there are multiple benefits of such an approach, such as improved behaviour, a relationship with children based on a partnership, a more cohesive environment and activities and decisions that children feel a sense of ownership over.
* Jo Inchley will always work with children to draw up a charter that will set up the expectations and responsibilities of the setting, the staff, and the children in respect of consultation and involvement. Parental involvement in drawing up and implementing the charter will also be encouraged.
* All children will be listened to and consulted actively. This will take several forms, including:
* Listening to what they say in speech and other forms of communication.
* Observing body language and behaviour.
* Through play and creative expression and the use of visual aids.
* Via regular group discussions and Q and A sessions.
* Questionnaires and other regular feedback on activities.
* Notice boards that carry important information about activities at the setting.
* Regular feedback consisting of staff, children, and parents, discussing the setting’s activities and any other relevant topics.

Age, maturity, and the type of decision being made will determine the extent and nature of children’s involvement. However, the emphasis should always be in favour of involving children.

The Art Bus Chester gives opportunities for consultation and involvement which will be regularly monitored and acted upon so that children are able to see that their input has led to visible outcomes. The setting and its staff will also be clear about what decisions children will be involved in an attempt to offer clear explanations if and when consultation and involvement is deemed in appropriate.

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**Safe Walking Policy**

We believe that the health and safety of children is of paramount importance when walking with Preschool and School aged children both to and from a school setting to The Art Bus.

* 1. We help promote awareness of road safety through controlled exposure to traffic.
	2. We promote the use of pedestrian skills.
	3. A Risk Assessment is undertaken by Jo Inchley to identify possible hazards and potential dangers on chosen routes. This is checked and updated regularly, and an action plan is created and acted upon.
	4. Children arrive at the Art Bus, any messages received from the parent/carer are recorded for the other setting in our message book.
	5. On collection from school, children are marked as present on the register.
	6. Staff regularly remind the children of road safety rules, to ensure their safety.

We follow The Green cross code as suggested at

http://think.direct.gov.uk/education/early-years-and- primary/parents/7-to-11s/the-green-cross-code/.

* First find the safest place to cross.
* Stop just before you get to the curb.
* Look around for traffic and listen.
* If traffic is coming let it pass.
* When it is safe go straight across the road-do not run, looking and listening always.
* Staff look around any parked cars that are parked over the footpaths or road on route, to ensure the children’s/adult’s safety whilst walking on the roads.
* Staff choose a safe space where there is a space between two parked cars and make sure that it is easy to get to the other pavement on the other side of the road. Staff ensure neither car is about to move off and look for drivers in cars, lights and listen for engines. We avoid crossing near large vehicles as this acts as a blind spot, where drivers cannot see us. If this cannot be prevented, then we walk to the outside edge of the car and stop. We can then be seen by the drivers and the staff can look all around for traffic.
* For reasons of safety, pupils must always behave well on the bus. This is to ensure the safety of all everyone. If a child will not abide by rules for safe behaviour, parents will be informed by the staff and incidents recorded in our incident book.
* Always give advice to children and adults Not to cross the road behind The Art Bus at any time due to bad visibility to drivers and pedestrians.

**After School Art Club**

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* Safety procedures are followed as above
* Jo Inchley collects the children and the safe walking register is completed before they leave.
* We walk them using the approved route that was risk assessed.
* On arrival at the setting the message book is checked and register completed.
* When parents/carers arrive to collect the child/children any messages are passed to them.
* Staff make sure they take any messages from teachers and pass on to parents/carers on collection, including what the children have enjoyed or any issues that have arisen during the art session.

**Nursing Homes**

We believe that the health and safety of adults is of paramount importance when walking adults both to and from a setting to The Art Bus.

* Safety procedures are followed as above.
* Jo Inchley collects the adults and staff and the safe walking register is completed before they leave.
* We walk them using the approved route that was risk assessed.
* On arrival at the setting the message book is checked and register completed.
* When the session is finished, Jo Inchley will return the children (with staff from the setting) back to their premises using the same safety procedures on the way to the Art Bus.

**Toddler Groups**

* Safety procedures are followed as above
* Jo Inchley collects the children supported by the setting staff and the safe walking register is completed before they leave.
* We walk them using the approved route that was risk assessed.
* On arrival at the setting the message book is checked and register completed.
* When the session is finished, Jo Inchley will return the children (with staff from the setting) back to their premises using the same safety procedures on the way to the Art Bus.

**General Activity Groups**

* Safety procedures are followed as above
* Jo Inchley collects the children supported by the setting staff and the safe walking register is completed before they leave.
* We walk them using the approved route that was risk assessed.
* On arrival at the setting the message book is checked and register completed.
* When the session is finished, Jo Inchley will return the children (with staff from the setting) back to their premises using the same safety procedures on the way to the Art Bus.

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**First Aid Policy**

**Policy statement**

Jo Inchley (primary First Aider) can apply first aid treatment in the event of an accident involving a child or adult. Jo Inchley will always be on the premises and will have a current first aid certificate Paediatric First Aid and First Aid in the Workplace). The first aid qualification includes first aid training for infants and young children. I have evidence of due diligence when choosing first aid training and ensure that it is relevant to caring for young children and adults.

**What is First Aid?**

* First aid - aid given to an injured or ill person to preserve life, promote recovery and prevent further injury.
* First aider - A first aider is someone who is qualified to give first aid treatment in the event of an injury or illness.
* Appointed person - An appointed person is someone who is nominated to take charge of first aid arrangements, such as looking after the first aid kit and calling an ambulance in an emergency. This is the owner - Jo Inchley.
* Premises – The Art Bus

**Procedures**

*The first aid kit*

Our first aid kit is always accessible and contains the following items:

* 2 x Disposable Heat Retaining Foil Blankets, Adult
* 2 x Microporous Tape 2.5cm X 10m
* 3 x Sterile Moist Cleansing Wipes (Packs of 10)
* 3 x Non-Sterile Disposable Triangular Bandages 90cm X 90cm X 130cm
* 1 x Tuff-Kut Scissors
* 9 x Nitrile Powder-Free Gloves, Large (Pairs)
* 1 x Revive-Aid
* 2 x Burnshield® Dressings 10cm X 10cm
* 3 x No.16 Sterile Eye Pad Dressings
* 4 x Medium HSE Sterile Dressings 12cm X 12cm
* 3 x Large HSE Sterile Dressings 18cm X 18cm
* 3 x Sterile Finger Dressings 3.5cm X 3.5cm
* 2 x Conforming Bandages 7.5cm X 4.5m
* 6 x Washproof Plasters, Assorted Sizes (Packs of 10)
* 1 x First Aid in an Emergency Booklet 2016

In addition, the following equipment is kept near to the first aid box:

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* 2 pairs of disposable plastic (PVC or vinyl) gloves.
* 1 plastic disposable apron.
* A children’s forehead ‘strip’ thermometer.
* Two KoolPak (hot and cold) for minor bumps and bruises.
* Information about who has completed first aid training and the location of the first aid box is provided to volunteers. Current PFA certificates are displayed in the setting.
* The first aid box is easily accessible to adults and is kept out of the reach of children.
* Joanna Inchley is responsible for checking and replenishing the first aid box contents.
* Medication is only administered in line with our Administering Medicines policy.
* In the case of minor injury or accidents, first aid treatment is given by the qualified first aider.
* In the event of minor injuries or accidents, we normally inform parents/carers when they collect their child, unless the child is unduly upset, or we have concerns about the injury. In which case we will contact the child’s parents/carers for clarification of what they would like to do, i.e., whether they wish to collect the child and/or take them to their own GP.
* An ambulance is called for children requiring emergency treatment. We contact parents/carers immediately and inform them of what has happened and where their child has been taken.
* Accidents and injuries are recorded in our accident record log and, where applicable, notified to the Health and Safety Executive, Ofsted and/or local child protection agencies in line with our Recording and Reporting of Accident and Incidents Policy.

**Procedure to follow when dealing with injuries involving blood or bodily fluids**

Jo Inchley (first aider) is on site at all times and will be the one to deal with any injuries.

Should bleeding occur at any time the following points should be followed:

* Put on non-latex (as the patient maybe allergic to latex) gloves and a disposable apron.
* Try to stop the bleeding by applying pressure to the wound with a dry sterile dressing.
* Double bag the dressing to dispose of it.
* Try to keep the person with the injury as calm as possible.
* Ensure a member of staff remains with the injured person.
* Deal with any spillage immediately, using disposable items such as cloths, paper towels (double bagged) that can be thrown away after the spillage is cleaned up. Clean the area thoroughly using diluted bleach 1-part bleach to 10 parts water.
* Ensure the area is clear of other children and adults to prevent cross contamination and spread of infection.
* Ensure all non-injured children are being cared for and reassured appropriately about what is happening.
* Replace the sterile dressing on the child/adult as often as needed as described in training.
* Hands should be washed and dried thoroughly after the child/adult is cared for and any bleeding has stopped.
* If bleeding starts again a new apron and gloves must be put on to prevent infection.

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* If you feel medical assistance is required call 999 and ask for an ambulance. If the injured party needs assistance but not as an emergency inform the parents/carers and advise them to visit their local A&E. If ever in doubt always phone for an ambulance, especially in the case of children.

**Record Keeping**

* Accident Books

All accidents, injuries and administering of medication will be recorded in our accident record log. These will be stored securely. Please refer to our GDPR and Data Protection Policy on procedures for storing personal information.

* RIDDOR

**Legislation**

* [**The Health and Safety (First Aid) Regulations 1981**](http://www.legislation.gov.uk/uksi/1981/917/regulation/3/made)
* [**The Health and Safety at Work etc. Act 1974**](http://www.legislation.gov.uk/ukpga/1974/37)
* [**The Management of Health and Safety at Work Regulations 1999**](http://www.legislation.gov.uk/uksi/1999/3242/contents/made)
* [**The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995**](http://www.legislation.gov.uk/uksi/1995/3163/contents/made)

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**Administering Medicines Policy**

**Policy statement**

While a sick child should not really be attending an after-school club and should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining a child’s health and well-being or when they are recovering from an illness. Jo Inchley will ensure that where medicines are necessary to maintain health of the child, they are given correctly and in accordance with legal requirements.

In many cases, it is possible for a child’s GP 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/carer keeps the child at home for the first 48 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect.

Jo Inchley will be responsible for the correct administration of medication to children. This includes ensuring that parent/carer consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. We notify our insurance provider of all required conditions, as laid out in our insurance policy.

**Procedures**

* Children taking prescribed medication must be well enough to attend the setting.
* We only usually administer medication when it has been prescribed for a child by a doctor (or other medically qualified person e.g., nurse, dentist, or pharmacist). It must be in-date and prescribed for the current condition.
* Non-prescription medication, such as pain or fever relief (e.g., Calpol) and teething gel, may be administered, but only with prior written consent of the parent and only when there is a health reason to do so, such as a high temperature. Children under the age of 16 years are never given medicines containing aspirin unless prescribed specifically for that child by a doctor. The administering of un-prescribed medication is recorded in the same way as any other medication. A medication form will need to be completed once permission has been given to administer paracetamol from the verbal consent, the parent will be asked to sign the form on collection of the child. \*\***Please see EYFS Statutory Guidance or www.bma.org.uk\*\***
* Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children. On receiving the medication, the member of staff checks that it is in date and prescribed specifically for the current condition.
* Parents/carers must give prior written permission for the administration of medication. The staff member receiving the medication will ask the parent/carer to sign a consent form stating the following information. No medication may be given without these details being provided:
* -  the full name of child and date of birth
* -  the name of medication and strength
* -  who prescribed it?

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* -  the dosage and times to be given in the setting
* -  the method of administration
* -  how the medication should be stored and its expiry date
* -  any possible side effects that may be expected
* -  the signature of the parent/carer, their printed name, and the date

• The administration of medicine is recorded accurately on a medication form each time it is given and is signed by the person administering the medication and a parent/carer on collection. The individual medication record records the:

* -  name of the child
* -  name and strength of the medication
* -  name of the doctor that prescribed it
* -  date and time of the dose
* -  dose given and method
* -  signature of the person administering the medication and the parent’s/carer’s signature (at the end of the day).
* If the administration of prescribed medication requires medical knowledge, individual training for the relevant member of staff by a health professional is obtained.
* No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell Jo Inchley what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.
* If a child refuses to take their medication, staff will not attempt to force them to do so. The child’s parent or carer will be notified, and the incident recorded on the record of medication form.
* If school children carry their own medication (e.g., asthma inhalers), the Jo Inchley will offer to keep the medication safe until it is required. Inhalers must be labelled with the child’s name.
* Jo Inchley will monitor the medication records to look at the frequency of medication given in the setting. For example, a high incidence of antibiotics being prescribed for several children at similar times may indicate a need for better infection control.

**Storage of medicines**

* All medication is stored safely in a locked cupboard or refrigerated as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
* Jo Inchley is responsible for ensuring medicine is handed back at the end of the day to the parent/carer.
* For some conditions and on very rare occasions, medication may be kept in the setting to be administered on a regular or as-and-when required basis. Jo Inchley will check that any medication held in the setting, is in date and return any out-of-date medication back to the parent/carer.

**Children who have long term medical conditions and who may require ongoing medication**

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* Jo Inchley will carry out a risk assessment for each child with a long-term medical condition that requires on-going medication. Other medical or social care personnel may need to be involved in the risk assessment.
* Parents/carers will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
* For some medical conditions, Jo Inchley will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment.
* It may be necessary for the child to be absent until training has been received.
* The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child’s health needs.
* An individual health plan for the child is drawn up with the parent; outlining the key person’s role.
* The individual health plan should include the measures to be taken in an emergency.
* Jo Inchley will review the child’s individual health plan every six months, or more frequently if necessary. This includes reviewing the medication, e.g., changes to the medication or the dosage, any side effects noted etc.
* Parents/carers receive a copy of the individual health plan and each contributor, including the parent/carer, signs it.

• The Human Medicines Regulations (2012)

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**Managing Children Who are Sick, Infectious, or With Allergies Policy**

**Policy statement**

The Art Bus Chester aims to provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic trigger.

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

* If children appear unwell during the session – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – Jo Inchley will call the parents/carers and ask them to collect the child, or to send a known carer to collect the child on their behalf.
* If a child has a temperature, they are kept cool, by removing top clothing and sponging their heads with cool water but kept away from draughts.
* The child's temperature is taken using a thermometer, kept in the first aid box.
* If the child’s temperature does not go down and is worryingly high, then Jo Inchley will call the parents/carers and ask them to collect the child, or to send a known carer to collect the child on their behalf.
* In extreme cases of emergency, an ambulance is called, and the parent/carer informed.
* Parents/carers are asked to take their child to the doctor before returning them to the setting; we can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
* Where children have been prescribed antibiotics for an infectious illness or complaint, we ask parents/carers to keep them at home for 48 hours before returning to the setting.
* After diarrhoea, we ask parents/carers keep children home for 48 hours following the last episode.
* Some activities, playdough, where there is a risk of cross-contamination may be suspended for the duration of any outbreak.
* We have a list of excludable diseases and current exclusion times. The full list is obtainable from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment- data/file/789369/Exclusion-table.pdf and includes common childhood illnesses such as measles.

**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 Public Health England.
* When we become aware, or are formally informed of the notifiable disease, Jo Inchley contacts Public Health England, and acts on any advice given.

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**HIV/AIDS/Hepatitis procedure**

HIV virus, like other viruses such as Hepatitis A, B and C, are spread through bodily fluids. Hygiene precautions for dealing with bodily fluids are the same for all children and adults. We:

* Wear single-use vinyl gloves and aprons when changing children’s nappies, pants and clothing that are soiled with blood, urine, faeces, or vomit.
* Bag soiled clothing for parents/carers to take home for cleaning.
* Clear spills of blood, urine, faeces, or vomit using mild disinfectant solution and mops; any cloths used are disposed of immediately.
* Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces, or vomit using a disinfectant.

**Nits and head lice**

* Nits and head lice are not an excludable condition; although in exceptional cases we may ask a parent/carer to keep the child away until the infestation has cleared.
* On identifying cases of head lice, we inform all parents/carers and ask them to treat their child and all the family if they are found to have head lice.

**Procedures for children with allergies**

* When children start at the setting, Jo Inchley asks the parents/carers if their child suffers from any known allergies. This is recorded on the Registration Form.
* If a child has an allergy, a staff member completes a risk assessment form to detail the following:

**-**The allergen (i.e., the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).

**-**The nature of the allergic reactions (e.g., anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc).

**-**What to do in case of allergic reactions, any medication used and how it is to be used (e.g., EpiPen).

**-**Control measures - such as how the child can be prevented from contact with the allergen.

**-**Review measures.

* This risk assessment form is kept in the child’s personal file and a copy is displayed where staff can see it.
* A health care plan may also be completed.
* Generally, no nuts or nut products are used within the setting.
* Parents/carers are made aware so that no nut or nut products are accidentally brought in, for a snack.

**Insurance requirements for children with allergies and disabilities**

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* If necessary, company insurance will include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions or requiring invasive treatments; written confirmation from our insurance provider must be obtained to extend the insurance.
* 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 be provided 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 (EpiPen’s) 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 letter/care plan from the child's GP/consultant stating the child's condition and what medication if any is to be administered.
	+ written consent from the parent or guardian allowing our 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.

- Written confirmation that we hold this information will first be sent to the Early Years Alliance Insurance team for appraisal. Written confirmation that the insurance has been extended will be issued by return.

* + Treatments, such as inhalers or EpiPen’s are immediately accessible in an emergency.
	+ Key person for special needs children requiring assistance with tubes to help them with everyday living e.g., breathing apparatus, to take nourishment, colostomy bags etc.:
	+ Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.

-  The key person must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians. -  Copies of all letters relating to these children must first be sent to the Early Years Alliance Insurance team for appraisal. Written confirmation that the insurance has been extended will be issued by return.

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* + If we unsure about any aspect, we contact the Early Years Alliance Insurance team on 020 7697 2585 or email insurance@eyalliance.org.uk.

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**Allergy and Anaphylactic Policy**

The Art Bus Chester recognises the potentially serious consequences of children with allergies. These allergies may include a condition known as anaphylaxis. Anaphylaxis is a severe, potentially life-threatening allergic reaction brought about by exposure to certain foods or other substances, *the nine priority food allergens to trigger an anaphylactic reaction are peanut and peanut by-products, such as peanut oil and peanut butter, tree nuts, sesame seeds, milk, eggs, seafood (fish, crustaceans and shellfish), wheat, soy, and sulphites (a food additive)*” Tree nuts are defined as walnuts, almonds, hazelnuts (filberts), Brazil nuts, pecans, cashews, pistachio nuts, pine nuts (pignolias) and macadamia nuts. Non-food items such as latex and bee stings can also bring about a life-threatening reaction.

**The Art Bus Chester does not purport to be, nor can it be deemed to be free of food items and non-food items that may lead to a severe allergic or anaphylactic reaction. We will make every reasonable effort to reduce the risk to children with severe allergies or anaphylaxis in accordance with this policy.**

**Procedure**

**1. Identification of Children at Risk:**

* It is the responsibility of the Parent and/or the Guardian, herein called the Parent, to inform the Art Bus Chester that his or her child, herein called the Child, has allergies or is anaphylactic or potentially anaphylactic.
* This must be listed on the registration form and they must verbally notify the manager.
* Staff shall be aware of these children.
* A list of all children with allergies can be found in the setting.
* The Parent must complete the **PERMISSION TO ADMINISTER MEDICINE FORM for the EpiPen, upon registration.**
* On the Child's admission to the setting, the manager will discuss the child's allergies with the parent. The staff will receive a demonstration of EpiPen administration by the parent.

**2. Availability and Location of EpiPen’s:**

The EpiPen is an auto-injector containing epinephrine (adrenaline). This medicine is an alpha and beta-receptor stimulant used to treat severe allergic reactions. It may also be used to treat severe allergic reactions that affect breathing.

* Parents of an anaphylactic child must provide an Epi Pen left at the club or on the school premises where staff are aware of the location
* Epi Pens will be clearly labelled with the child’s name, class, EpiPen expiry dates, and specific allergy.
* At least one staff member will be trained to administer the EpiPen.
* Children who are no longer allergic, or no longer require an EpiPen, must present a letter of explanation from their doctor or allergist so their name may be removed from the settings allergy lists.

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* The manager will keep a record of expiry dates in the club diary (if applicable). If the EpiPen has expired, the Parent will be asked to supply another by the next session the child will attend, it is the parent’s responsibility to provide this or the child will not be accepted into the setting.
* Parents must complete a care plan upon registration.

**3. Symptoms of an Allergic Reaction-this list is not exhaustive:**

* A person experiencing an allergic reaction may have any of the following symptoms:
* Trouble breathing, speaking, or swallowing.
* A drop in blood pressure, rapid heartbeat, loss of consciousness.
* Flushed face, hives or a rash, red and itchy skin.
* Swelling of the eyes, face, lips, throat, and tongue.
* Anxiousness, distress, faintness, paleness, sense of doom, weakness.
* Cramps, diarrhoea, vomiting.

**4. Treatment Procedure:**

* There are no contra-indications or hesitations to use an EpiPen (epinephrine) for a potentially life-threatening allergic reaction, time of administration is noted.
* A staff member stays with the affected child and calls 999 immediately.
* The manager then contacts the parent immediately after the 999 call.
* If the parent is not available at any of the contact numbers, the manager will contact the emergency contacts as listed on the registration form.
* Regardless of the degree of reaction or response to epinephrine, when the child is taken to the hospital, if the child’s parent is not able to get to the club by the time the ambulance arrives
* The manager MUST go with them (if all other children have left the setting. If not, a member of school staff may be required to escort the child to hospital).
* The manager will stay with the child at the hospital until the parent arrives.
* The EpiPen(s) that was/were administered will be taken to the hospital.

**5. After the incident Procedure:**

* The supervisor will complete and file an incident form as soon after the incident as possible.
* The child’s school must be informed of the incident.

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**Recording and Reporting of Accidents and Incidents Policy**

**Policy statement**

An accident is an unplanned, uncontrolled event, which causes, or could cause injury, damage, or loss. In most cases accidents can be avoided and it is The Art Bus Chester’s intention to prevent as many as possible.

The Art Bus Chester follows the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

**Procedures**

The Art Bus Chester aims to reduce the risk of accidents by:

* Making risk assessments for as many unforeseeable risks as possible. By completing risk assessments, we can identify hazards and look at how we can eliminate or reduce the risk.
* Regularly checking and effectively use the premises.
* Ensuring staff and to some extent the children, are aware of hazards i.e., putting equipment away safely.
* Ensuring staff and children are encouraged to care about their environment and their colleagues.
* Ensuring staff identify and report hazards and risks and encourage children to do the same.
* Jo Inchley is the health and safety officer in the setting to oversee all health and safety issues.

**The Art Bus Chester accident forms:**

* -  are kept in a file stored in a safe and secure place within each setting.
* -  are accessible to our staff and volunteers, who all know how to complete an accident form, bumped head form, existing injury form and accident log.
* -  are reviewed at least half termly to identify any potential or actual hazards.

**Reporting accidents and incidents**

All accidents and incidents are recorded on the appropriate forms and reported to the parents/carers on the day. This will usually be when they collect their child or if it is a serious injury or one that needs medical assistance, the parent/carer will be informed immediately. All head injuries must be reported to the child’s parent/carer before collection and a bumped head note must be completed and signed by the parent/carer along with the accident/incident form on collection of the child.

There is always one first aider on site. All accidents are recorded on a form which includes the child’s name, date, and time of accident, where the accident happened, and details of the injury. The form is signed by the parent/carer who collects their child and is then kept in a file, a copy is given to the parent/carer. A log is kept of all accidents and incidents recording the accident/incident number, name, date, type of accident and where it happened so that reoccurring accidents or incidents can be assessed.

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* Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.
* We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. We report to the Local Authority (LA). Please note that providers on school premises or domestic premises report to the Health and Safety Executive (HSE):
	+ -  Any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment.
	+ -  Any work-related accident leading to a specified injury to one of our employees. Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns, or amputations.
	+ -  Any work-related accident leading to an injury to one of our employees which results in them being unable to work for seven consecutive days. All work-related injuries that lead to one of our employees being incapacitated for three or more days are recorded in our accident log.
	+ -  When one of our employees suffers from a reportable occupational disease or illness as specified by the HSE.
	+ -  Any death, of a child or adult, that occurs in connection with a work-related accident.
	+ -  Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done, such as a gas leak.
	+ -  Information for reporting incidents to the Local Authority or Health and Safety Executive is provided in our Accident Records. Any dangerous occurrence is recorded on our incident forms and logged (see below).

**Incident log forms**

An incident form can be used to record something, which happened that could have been dangerous, actions deemed as unwanted behaviour, and action that could cause damage, loss, or injury.

* We have ready access to telephone numbers for emergency services, including the local police. We are responsible for the premises and have contact numbers for the electricity emergency services, and a carpenter and plumber.
* We ensure that our staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.
* On discovery of an incident, we report it to the appropriate emergency services – fire, police, ambulance – if needed.
* If an incident occurs before any children arrive, our manager risk assesses this situation and decides if the premises are safe to receive children. Our manager may decide to offer a limited service or to close the setting.

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* Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we follow the procedures in our **Fire Safety and Emergency Evacuation Policy** or, when on an outing, the procedures identified in the risk assessment for the outing.
* If a crime may have been committed, we ask all adults who witnessed the incident to make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.
* We keep an incident log for recording major incidents, including some of those that that are reportable to the Local Authority or Health and Safety Executive as above.
* These incidents include:
* -  a break in, burglary, or theft of personal or our setting's property
* -  an intruder gaining unauthorised access to our premises
* -  a fire, flood, gas leak or electrical failure
* -  an attack on an adult or child on our premises or nearby
* -  any racist incident involving families or our staff on the setting's premises
* -  a notifiable disease or illness on our premises
* -  the death of a child or adult
* -  a terrorist attack, or threat of one
* -  an unwitnessed injury
* -  an argument
* -  unacceptable behaviour out of the norm
* In the incident log we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
* In the event of a terrorist attack, we follow the advice of the emergency services regarding evacuation, medical aid and contacting children's families. Our standard **Fire Safety and Emergency Evacuation Policy** will be followed. The incident is recorded when the threat is averted.
* In the unlikely event of a child dying on our premises the emergency services are called, and the advice of these services are followed.
* The incident log is not for recording issues of concern involving a child. This is recorded separately.

**Legal framework**

* Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 (As Amended)
* The Health and Safety (Enforcing Authority) Regulations 1998

**Further guidance**

* Education Inspection Framework: Education, Skills and Early Years (Ofsted 2019)
* Early Years Inspection Handbook for Ofsted Registered Provision (Ofsted 2019)
* RIDDOR Guidance and Reporting Form: www.hse.gov.uk/riddor
* Accident Record (Pre-school Learning Alliance 2019)
* CIF Summary Record (Pre-school Learning Alliance 2016) Reportable Incident Record (Pre-school Learning Alliance 2015)

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**Intimate Care Policy**

The Art Bus Chester is committed to ensuring that they undertake their responsibilities in such a way that the rights of the child are protected. In intimate care situations, the child’s safety, dignity, welfare, and privacy are of paramount importance. Children requiring intimate care will always be treated respectfully.

**Our policy aims to:**

* Safeguard the dignity, rights and wellbeing of children.
* Provide guidelines, support and protection to staff.
* Reassure parents that their children are cared for and protected.

‘Intimate care’ covers any assistance that involves touching a child while carrying out a procedure that most children can do for themselves, but some are unable to manage without help. This may involve help with eating, drinking, dressing/undressing and matters of personal hygiene relating to intimate personal areas associated with bodily functions and personal hygiene, including, toileting, washing, dressing, and menstrual care.

If The Art Bus Chester needs to provide intimate care they will do so in a professional manner. They are aware of safeguarding issues and will have relevant training (e.g., health and safety, child protection, manual handling) before providing intimate care. No child should suffer distress or pain as a result of receiving intimate care. Staff undertake to help children to do as much as possible for themselves and develop each child’s ability to achieve independence appropriate to their individual needs.

**PROCEDURE**

Staff will work in partnership with parents or carers to provide care appropriate to the needs of the individual child and together will produce a care plan. The care plan will set out:

* + What care is required
	+ Number of staff needed to carry out the task (if more than one person is required, reasons will be documented)
	+ Additional equipment required
	+ Child’s preferred means of communication (e.g., verbal, visual)
	+ Child’s level of ability – what tasks they can carry out by themselves
	+ Appropriate specialised training

**Principles of intimate care**

* + Every child has the right to be safe.
	+ Every child has the right to personal privacy.
	+ Every child has the right to be valued as an individual.
	+ Every child has the right to be treated with dignity and respect.
	+ Every child has the right to be involved and consulted in their own intimate care to the best of their abilities.
	+ Every child has the right to express their views on their own intimate care and to have such views considered.

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* + Every child has the right to have levels of intimate care that are as consistent as possible.

**Company responsibilities**

Jo Inchley follows safer recruitment guidelines e.g., DBS checks, references. Volunteers will not be involved with intimate care for any children in the setting.

Only Jo Inchley should undertake the intimate care of children. She must ensure that she is familiar with and understands the Intimate Care Policy and Guidelines together with associated Policy and Procedures.

Jo Inchley is trained in the specific types of intimate care that they carry out and fully understand the Intimate Care Policy and Guidelines within the context of their work. Intimate care arrangements must be agreed by Jo Inchley, parents / carers and child (if appropriate).

Intimate care arrangements must be recorded in the child’s personal file and consent forms signed by the parents/carers and child (if appropriate).
Jo Inchley should not undertake any aspect of intimate care that has not been agreed between the parents/carers and child (if appropriate).

Intimate care arrangements should be reviewed with Jo Inchley and parents/carers of the child at least every six months to establish if there are any changes to care needed. The views of all relevant parties, including the child (if appropriate), should be sought and considered to inform future arrangements.

**Best Practice**

* All children have the right to be safe and to be treated with dignity and respect.
* These guidelines are designed to safeguard children and staff. They apply to every member of staff involved with the intimate care of children.
* Disabled children can be especially vulnerable. Staff involved with their intimate care need to be sensitive to their individual needs.
* Staff also need to be aware that some adults may use intimate care, as an opportunity to abuse children. It is important to bear in mind that some care tasks/ treatments can be open to misinterpretation. Adhering to these guidelines of good practice should safeguard children and staff.

**Involve the child in their intimate care**

* Jo Inchley will try to encourage a child’s independence as far as possible in his/her intimate care. Where the child is fully dependent staff talk with them about what is going to be done and give them choice where possible.
* Staff check their practice by asking the child/parent any likes/dislikes while carrying out intimate care and obtain consent.
* Jo Inchley will treat every child with dignity and respect and ensure privacy appropriate to the child’s age and situation.
* Jo Inchley will be the key person at all times for intimate care. Effective communication between parents /carers/agencies ensures practice is consistent.

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**Promoting positive self-esteem and body image.**

Confident, self-assured children who feel their body belongs to them are less vulnerable to sexual abuse. Jo Inchley is careful not to convey lots of negative messages to a child about their body worth when giving intimate care to a child. Attitudes to a child’s intimate care is important. Keeping in mind the child’s age, routine care can be relaxed, enjoyable and fun.

**Protecting children**

Jo Inchley is familiar with the local Safeguarding Children Partnership website and has completed a Safeguarding Induction booklet which gives guidance to *Recognising the Signs of Child Abuse* and to the DFES booklet *What to Do If You Think A Child Is Being Abused*.

* If Jo Inchley is concerned about any physical changes (unusual markings, discolouration’s or swelling including the genital area) to a child she must report her concerns immediately. The **Safeguarding Children Policy** will then be implemented.
* If during the intimate care of a child Jo Inchley accidentally hurts them, or the child appears to be sexually aroused by their actions, or misunderstands or misinterprets something, Jo Inchley will reassure the child, ensure their safety and report the incident immediately a parent/carer/ headteacher/manager.
* Report and record any unusual emotional or behavioural response by the child.
* A written record of concerns must be made and kept in the child’s personal file.
* Parents / carers must be informed about concerns.
* Should a child become unhappy about being cared for by Jo Inchley she will investigate the situation and record any findings. These will be discussed with the child’s parents or carers in order to resolve the problem. If necessary, Jo Inchley will seek advice from outside agencies. (Please see Recording Group concerns / LADO policy)
* If a child makes an allegation against Jo Inchley, the procedure set out in the **Safeguarding Children Policy** and Recording Group concerns / LADO policy will be followed.

**Working with children of the opposite sex**

There is a positive value in both male and female staff being involved with children. Ideally, every child should have the choice of carer for all their intimate care.
The individual child’s safety, dignity and privacy are of paramount importance.

In this setting it is a sole member of staff running the sessions (unless a volunteer is present) and this member of staff (Jo Inchley) will be the only member of staff to provide intimate care to children of both sexes.

**General Care**

Jo Inchley can be involved with children of either sex in:
(a) Key working and liaising with families.
(b) Co-ordinating of and contribution to a child’s review.
(c) Meeting the developmental, emotional, and recreational needs of the children.

**Intimate Care**

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Jo Inchley believes that wherever possible, boys and girls should be offered the choice of carer and second carer but unfortunately because of the nature of this business only one carer (female) is available. Where there is any doubt that a child can make an informed choice on these issues, the child’s parents are usually in the best position to act as advocates.
It may be possible to determine a child’s wishes by observation of their reactions to the intimate care they receive. We do not assume that a child cannot make a choice. The intimate care of boys / girls can be carried out by Jo Inchley with the following provisions:

(a) The delivery of intimate care by a professionally qualified staff member will be governed by their professional code of conduct in conjunction with company policy and procedures.
(b) When intimate care is being carried out, all children have the right to dignity and privacy i.e. they should be appropriately covered, the door closed, or screens / curtains put in place.
(c) If the child appears distressed or uncomfortable when personal care tasks are being carried out, the care should stop immediately. Try to ascertain why the child is distressed and provide reassurance.
(d) Report concerns to the parent/carer/headteacher/manager and make a written record.

**Communication with children**

It is the responsibility of all staff caring for a child to ensure that they are aware of the child’s method and level of communication. Children communicate using different methods e.g., words, signs, symbols, body movements, eye pointing. When intimate care is given, the member of staff will explain fully each task that is carried out and the reasons for it. Staff will encourage children to do as much for themselves as they can.

To ensure effective communication:

-Jo Inchley will ascertain how the child communicates e.g., consult with child, parent / carer and, if appropriate, communication needs must be recorded
-Make eye contact at the child’s level.
-Use simple language and repeat if necessary.

-Wait for response.
-Continue to explain to the child what is happening even if there is no response. Treat the child as an individual with dignity and respect.

**Dealing with blood and body fluids**

Blood, vomit, urine, and faeces will be cleaned up immediately and disposed of safely by double bagging the waste and removing it from the premises. When dealing with body fluids, Jo Inchley will wear personal protective clothing (disposable plastic gloves and aprons) and will wash herself thoroughly afterwards. Soiled children’s clothing will be bagged to go home – staff will not rinse it. Children will be kept away from the affected area until the incident has been dealt with fully. Please also see the company Nappy Changing Policy. Jo Inchley will maintain high standards of personal hygiene and will take all practicable steps to prevent and control the spread of infection.

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**Nappy Changing Policy**

**(Preschool -Nursery -SEN- After School Club)**

**Policy statement**

No child is excluded from participating in our setting who may for any reason, not yet be toilet trained and who may still be wearing nappies or the equivalent. We work with parents to support the children in toilet training when they are ready unless there are medical or other developmental reasons why this may not be appropriate at the time.
We provide nappy changing facilities and exercise good hygiene practices to accommodate children who are not yet toilet trained.
We aim to support children’s care and welfare daily in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. Children will have their nappies changed according to their individual needs and requirements by Jo Inchley wherever possible.
Information will be shared between parents and Jo Inchley about nappy changing and toilet training in a way that suits the parents verbally or within written take home books or sheets.
We ensure the safety and welfare of all children whilst being changed and to safeguard both children and practitioners, appropriate training will take place by Jo Inchley.

**Nappy changing procedure**

These procedures are to ensure the safety of both the children in our care and Jo Inchley.

A child’s nappy will only be changed if needed during an art session.

* All nappy changes must be recorded by Jo Inchley on the nappy sheet. It should also be recorded whether the nappy was W (wet) or S (soiled), time of nappy change and then signed by Jo Inchley who has completed the change.
* A child should be changed immediately if they soil their nappy or it becomes wet.
* Only staff with a valid DBS check will be permitted to change nappies.
* When changing a nappy, Jo Inchley must wear a white disposable apron and disposable gloves. These must be removed after every nappy change, disposed of and new ones worn for the next nappy change.
* The mat must be disinfected before and after each nappy change, and the spray stored away from the children in a lockable child safe cupboard, and hands always washed after the change.
* Only nappy creams brought in by the parent/carers for their own child may be used on the child. Staff must record when a child is sore, and cream has been applied.
* Practitioners will liaise with parents if there supplies of nappies and wipes are running low, if necessary, spare nappies will be used after a phone call to the parents to ensure that the make used is ok for the child.

Should a member of staff have any concerns about a child they should follow the child protection procedures.
The changing mat must be disinfected with anti-bacterial spray between each nappy change. Allow the mat to dry naturally or wipe it dry with a paper towel before changing the next child.

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Children must never be left unattended on the nappy changing stand.

Staff must be careful when lifting heavy children onto the changing table.
All nappies and wipes must be put into nappy sacks and disposed of in the nappy bin provided.

All aprons and gloves must be disposed of in the correct bin provided.
At the end of the day, or if the bin becomes full, the nappy bags need to be taken outside and placed in the big bins. An apron and gloves must be worn when doing this.
Wash nappy bins on a Friday and leave to air by not replacing a bin liner and lid over the weekend.

**Toilet training**

* We encourage children to take an interest in using the toilet, they may even just want to sit and talk to a friend.
* Children need to wash their hands after using the potty.
* Staff to liaise with parents and work together to support the child through toilet training when they are ready.
* Sticker charts and praise should be used.
* Always deal with accidents discreetly without drawing attention to the child who has had the accident.
* Always reassure the child that ‘its ok, accidents happen’ and that you are there to support them through this training.
* Soiling – if a child has a wetting accident, the soiled underwear needs to be placed in a nappy sack and then into the child’s bag immediately. Any child having a bowel movement accident needs to be cleaned appropriately, if the underwear is badly soiled, place in a nappy sack and keep in the toilet area until the parent collects the child. Explain to the parent the condition of the underwear giving them the choice of keeping the underwear or allowing the staff to dispose of appropriately. The same procedure applies with any garments soiled with blood.
* Accidents should be cleaned away with disinfectant and the toilet mop ensuring all the other children are kept away from the contaminated area until the accent has been cleaned and disinfected.

**Nappy changing procedure**

Apply apron, wash hands and anti bac mat
Gather child’s nappies, wipes, and cream
Collect the child, explain what you are going to be doing. Encourage the child to help me put them onto the mat

Apply gloves
Change the child’s nappy, place used nappy into a sack and straight into the bin

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Place a clean nappy on the child, talk and sing to the child throughout. Encourage the child to stay still as you lift them down off the mat
Wash child’s hands and your hands

Anti bac the mat and wipe using a paper towel and record on the nappy sheet provided.

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**Promoting Positive Behaviour Policy**

**Policy statement**

The Art Bus Chester believes that children and adults flourish best when their personal, social, and emotional needs are understood, supported, and met and where there are clear, fair, and developmentally appropriate expectations for their behaviour.

Working in partnership with parents/carers/managers, we aim to manage behaviour using clear, consistent, and positive strategies.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places, and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations staff can help identify and address triggers for the behaviour and help children reflect, regulate, and manage their actions.

The manager is the designated person responsible for behaviour management within this setting. Each setting has age-appropriate rules that are incorporated into the daily routine to support children and adults of all ages, giving them an understanding of what is expected.

**Procedures**

In order to manage children’s behaviour in an appropriate way within the setting we will:

* Attend relevant training to help understand and guide appropriate models of behaviour.
* Implement the setting’s behaviour procedures including the stepped approach.
* Have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary

**Stepped approach**

**Step 1**

* The Art Bus Chester will ensure that EYFS guidance relating to ‘behaviour management’ is incorporated into relevant policy and procedures.
* Jo Inchley is knowledgeable about and will apply the setting’s procedures on Promoting Positive Behaviour appropriate to the age of children being cared for.
* Jo Inchley will undertake an annual audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are considered and relevant adjustments applied. (A useful guide to assessing the well-being of children can be found at www.kindengezin.be/img/sics-ziko- manual.pdf)
* Jo Inchley will address issues relating to behaviour including applying initial and focused intervention approaches (see below).

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**Step 2**

* Jo Inchley will address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern, then normal monitoring will resume.
* Behaviours that result in concern for the child and/or others will be discussed between the school/setting and the manager. During the meeting, the manager will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
* If the behaviour continues to reoccur and remains a concern, then Jo Inchley should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting, then the manager will suggest using a focused intervention approach to identify a trigger for the behaviour.
* If a trigger is identified, then the Jo Inchley will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. School staff should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by Jo Inchley until improvement is noticed.

**The Art Bus Chester After School Art Clubs**

* For children who attend **The Art Bus Chester After School Art** Jo Inchley will consult with parents to formulate clear strategies for dealing with persistent inappropriate behaviour.
* The Art Bus Chester After School Art Clubwill try to mirror the Schools Positive Behaviour policy to promote consistency for the children Reception age and above.

All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

**Step 3**

* If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then Jo Inchley will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
* It may be agreed that the Common Assessment Framework (CAF) or Early Help process should begin, and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child’s behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the **Safeguarding and Children and Child Protection Policy**. It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See **Supporting Children with SEN Policy**).

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* Advice provided by external agencies should be incorporated into the child’s action plan and regular multi-disciplinary meetings held to review the child’s progress.

**Out of School Club**

• If after consultation with parents and the implementation of behaviour management strategies, a child in The Art Bus Chester After School Art Clubcontinues to display inappropriate behaviour, the setting may decide to exclude the child in accordance with The Art Bus Chester’s **Suspensions and Exclusions Policy**. The reasons and processes involved will be clearly explained to the child.

**Equipment / Resources**

The manager will charge any parents if they consider their child has deliberately damaged or broken any equipment or resources that belong to The Art Bus Chester or any other child.

**Initial intervention approach**

* The Art Bus Chester uses an initial problem-solving intervention for all situations in which a child or children are distressed or in conflict.
* This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
* The Conflict Resolution process provides this type of approach but equally any other similar method would be suitable (i.e., 1,2,3 approach). Periodically the effectiveness of the approach will be checked as one method does not suit all children it needs to be addressed dependent on the child’s individual development and understanding.

**Focused intervention approach**

* The reasons for some types of behaviour are not always apparent, despite the knowledge and input from staff and parents.
* Where staff have considered all possible reasons, then a focused intervention approach should then be applied.
* This approach allows the manager to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
* The Art Bus Chester follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g., fear of a situation) and function of the behaviour (avoid a situation) and suitable support will be applied.

**Use of rewards and sanctions**

* All children need consistent messages, clear boundaries, and guidance to intrinsically manage their behaviour through self-reflection and control.

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* Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a ‘prize’ is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be ‘compliant’ and respond to meet adult’s own expectations in order to obtain a reward (or for fear of a sanction). If used, then the type of rewards and their functions must be carefully considered before applying.
* Children should never be labelled, criticised, humiliated, punished, shouted at, or isolated by removing them from the group and left alone in ‘time out’ or on a ‘naughty chair’. However, if necessary, children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

**Use of physical intervention**

* The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child’s attention.
* Staff should not use physical intervention – or the threat of physical intervention, to manage a child’s behaviour unless it is necessary to use ‘reasonable force in order to prevent children from injuring themselves or others or damage property.
* If ‘reasonable force’ has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded on an incident form as soon as possible, which states clearly when and how parents were informed. This may be used to build a pattern of behaviour which may indicate and unknown underlying cause.
* Where causes of incidents indicate possible abuse, children protection procedures will be implemented.
* If staff are not confident about their ability to contain a situation, they should call for help, or in extreme cases, the police.
* Corporal (physical) punishment of any kind should never be used or threatened.

**Challenging Behaviour/Aggression by children towards other children**

* Any aggressive behaviour by children towards other children will result in a the manager intervening immediately to challenge and prevent escalation.
* If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
* Jo Inchley will contact children’s social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child’s challenging behaviour is an indication that they themselves are being abused.
* The manager will make a written record of the incident, which is kept in the child’s file, in line with the **Safeguarding Children, Young People and Vulnerable Adults’ Policy**.
* The manager should complete a risk assessment related to the child’s challenging behaviour to avoid any further instances.
* The manager should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting’s response to the incident.

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* Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
* Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

**Challenging unwanted behaviour from adults in the setting**

* Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group (with regards to race, gender, disability, age or religion). This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
* Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
* Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on file. The procedure is explained, and the parent asked to comply while on the premises. An ‘escalatory’ approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child’s place.

**Further guidance**

* Special Educational Needs and Disability Code of Practice (DfE 2014)
* Behaviour Matters (Pre-school Learning Alliance 2016)
* CIF Summary Record (Pre-school Learning Alliance 2016)

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**Behaviour Management Policy**

The Art Bus Chester aims to enable all children to develop confidence, self-esteem, and a positive attitude towards their own learning and towards others.
We aim to ensure that all staff work in an environment where there is mutual respect, and where there is a good understanding of the developmental needs of babies and toddlers.

We believe in working closely with parents/carers/headteachers/managers, as this enables a consistent approach to behaviour management. If there is a concern about behaviour Jo Inchley will follow the strategies parents are carrying out at home or give support by offering age-appropriate strategies to follow if they are struggling and have nothing in place.

**Our Beliefs about Children’s Behaviour**

The Art Bus Chester believes that behaviour is learnt, and we can therefore teach babies and toddlers to be kind through staff acting as positive role models. The way this is encouraged is through age-appropriate planning, resources and play, etc.

Babies learn and develop through their senses; a main way that babies do this is by exploring using their hands and mouth. The reason they do this is because this mouth is where most nerve endings are, and they use this to feel the different textures in their environment. We have a variety of resources that we encourage babies to use when they wish to explore using their mouths, such as edible paint.

**Our Environment**

In order to achieve our aims, we will:
Provide an age-appropriate environment with stimulating activities, following the individual interests and level of development for each child, using observations in our planning.
Ensure that the environment is safe, attractive, welcoming, inviting, and include activities for customers depending on their interests and their choices.
Encourage good communication between staff to ensure the smooth running of sessions.

**Adults**

Adults are always expected to be a positive role model to children, i.e. turn-taking, sharing and general social skills. Alongside parents/carers we will have a consistent, calm, and friendly approach when dealing with undesirable behaviour. When this is not having the desired affect staff will use the 1,2,3, approach dependent on the child’s understanding and development.

**Parents and Carers**

We offer an open-door policy to all parents/carers in which they can discuss any issue or concern in confidence or private with Jo Inchley.
To enable us to have clear consistent communication with parents/carers we use emails, notice boards, daily reports, flyers, social media. We will also take into consideration the strategies used at home to deal with undesirable behaviour in line with our Preschool / Nursery policy.

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The Incident and Accident Books are confidential and should only be shown to the parents of the child who has displayed challenging behaviour. When staff are talking to parents about an incident, we will refrain from naming the other child involved. The parent should be spoken to confidentially away from any other parents to provide privacy.

**Managing Inappropriate Behaviour**

* Staff should never use any form of physical punishment, restraint, or humiliation when dealing with undesirable behaviour.
* Staff should use a gentle, calm tone, and child friendly and age appropriate language when dealing with undesirable behaviour.
* Always keep calm; never show that undesirable behaviour has had any impact on you. Remember not to blame the child but the behaviour.

Our approach is to give praise to babies and toddlers in order to promote positive behaviour or distract them to stop undesirable behaviour. If your child displays undesirable physical behaviour it will be noted on an Incident form. This is used for records of any form of undesirable physical behaviour that occurs during the day and may show a pattern or trigger which provoke the child’s negative behaviour helping the staff to put strategies into place. The parent/carer will be asked to read an account of what happened and then sign the form when collecting their child.
The incident form is also counter signed by Jo Inchley allowing them to see if there are patterns or triggers. The content of the form is kept confidential and will not be available to other parents/carers to read, due to the sensitive information it contains and our **Data Protection Policy.**

**SPECIAL EDUCATIONAL NEEDS**

If a child/adult has a special educational need and if there are also issues with their behaviour, we will work closely with parents/carers and outside agencies to come up with strategies to help with the situation.

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**Anti-Bullying Policy**

The Art Bus Chester will provide a supportive, caring, and safe environment without fear of being bullied. Bullying of any form is not tolerated in our setting, whether carried out by a child or an adult.
Staff, children and parents/carers will be made aware of the setting’s attitude towards bullying. Such behaviour is unacceptable in any form.

Any child who is a victim of a bully will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by Jo Inchley, and then discussed with the headteacher/school/setting. A clear account of the incident will be recorded. Close monitoring of the victim and bully will begin. Parents of both parties will be informed.

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive, and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have ‘theory of mind’ and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to reflect the child’s emotional well-being, their stage of development or a behaviour that they have copied from someone else.
Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because young children do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long-term behaviour. This label can stick with the child for the rest of their life. The Art Bus Chester defines bullying as the repeated harassment of others through emotional, physical, psychological, or verbal abuse.

**Physical:**

Pushing, scratching, spitting, kicking, hitting, biting, taking, or damaging belongings, tripping up, punching, or using any sort of violence against another person.

**Psychological:**

Behaviour likely to create a sense of fear or anxiety in another person.

**Emotional:**

Being deliberately unkind, shunning or excluding another person from a group or tormenting them. For example, making another person feel ‘left out’ of a game or activity, passing notes about others or making fun of another person.

**Verbal:**

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Name-calling, put-downs, ridiculing or using words to attack, threaten or insult. For example, spreading rumours or making fun of another person’s appearance.

**Preventing bullying behaviour**

The Art Bus Chester will promote an anti-bullying ethos and environment in the following ways:

* Encouraging caring and nurturing behaviour
* Playing and working for a caring and co-operative ethos
* Discussing friendships and encouraging paired, group and team play
* Encouraging children to report bullying without fear
* Staff will discuss the issues surrounding bullying including why bullying behaviour will not be tolerated
* Staff will discuss the consequences of bullying behaviour

**Responding to bullying behaviour**

The Art Bus Chester acknowledges that despite all efforts to prevent it, bullying behaviour is likely to occur on occasion. Should such incidents occur, the setting will respond in accordance with the following

**PROCEDURE:**

* We will address all incidents of bullying thoroughly and sensitively. INCIDENT FORM TO BE COMPLETED
* Victims of bullying will be offered the immediate opportunity to discuss the matter with a member of staff who will reassure the child and offer support.
* They will be reassured that what they say will be taken seriously and handled sympathetically.
* Staff will support the individual who has been bullied, keeping them under close supervision, and checking their welfare regularly.
* If another child witness bullying and reports this, staff will reassure them that they have done the right thing. Staff will then investigate the matter.
* If a member of staff witnesses an act of bullying, involving children or adults at a preschool/nursery/nursing home/school, etc, they will inform the manager/headteacher.
* Children who have bullied will be helped by discussing what has happened, establishing why the child became involved. Staff will help the child to understand why this form of behaviour is unacceptable will encourage him/her to change their behaviour
* If bullying behaviour persists, more serious actions may have to be taken, as laid out in the **Suspensions and Exclusions Policy**.
* If appropriate, staff will facilitate a meeting between the relevant parents or carers.

All incidents of bullying will be reported to the manager/headteacher of the setting where the bus is parked and will be recorded on an Incident form and logged. Jo Inchley will review the setting’s procedures in respect of bullying, to ensure that practices are relevant and effective.

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**Suspension and Exclusion Policy**

The Art Bus Chester will deal with negative and inappropriate behaviour by using constructive behaviour management techniques. We will involve staff, parents, adults and children to tackle disruptive and challenging behaviour collectively.

We acknowledge that some children/adults will require additional support in order to achieve acceptable levels of behaviour. Where we identify a child/adult with these needs, we will work closely with the parents or carers to deal with the inappropriate behaviour in accordance with our **Behaviour Management Policy**.

**PROCEDURE**

Where a child or adult *persistently* behaves inappropriately, we will implement the following:

1. Give the child/adult a formal warning; staff will explain why the behaviour is unacceptable along with the consequences of further incidents.
2. Staff will encourage the child/adult to discuss their behaviour, to explain their actions and to identify strategies for avoiding such incidents in the future.
3. Details of formal warnings, suspension and exclusions will be recorded on an **Incident Record** and kept in a file.
4. The formal warning will be discussed with the child’s parents/settings manager.

Staff will inform the manager if a child/adult’s behaviour warrants suspension or exclusion.

We will only suspend or exclude a child/adult from the Art Bus Chester as a last resort when all other behaviour management strategies have failed or if we feel that children/staff/adults are at risk.

Suspension and exclusions will be fair, consistent, and appropriate to the behaviour concerned, and will take account of the child’s age and maturity/adults needs as well as any other factors relevant to their situation.

**Temporary Suspensions**

Temporary suspensions will be applied in the following situations:

* Where formal warnings have failed to improve a child/adults persistent, challenging, and unacceptable behaviour.
* In the event of an extremely serious or dangerous incident we will suspend a child/adult with immediate effect. We will contact the parents/manager and ask that the child/adult be collected immediately. Immediate suspensions require the owner’s agreement.

The Club may temporarily suspend the child/adult for the rest of the placement. If the Art Bus Chester takes this step, we will discuss our concerns with the parents/carers/managers in order to work together to promote a more desirable pattern of behaviour.

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At the end of the suspension period the owner will meet with the parents/carers/manager and the child/adult, in order to agree any conditions relating to the child/adults return to club.

**Permanent Exclusion**

In exceptional circumstances, and only when all other attempts at behaviour management have failed, it may be necessary to permanently exclude a child/adult from the setting.

If a child/adult is excluded from the Club, the parents/carers/mangers will be given a verbal and written explanation of the issues and subsequent actions. They have the right to appeal to **The Art Bus Chester** against the exclusion within the 14 days of receiving written notification of the exclusion.

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**Health and Safety Policy**

**Policy statement**

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

* We aim to make children, parents, staff, and volunteers aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
* Jo Inchley is competent to carry out these responsibilities.
* Jo Inchley has undertaken health and safety training and regularly updates her knowledge and understanding.
* We display the necessary health and safety poster in an appropriate location visible to all.

**Insurance cover**

We have public liability insurance. The certificate for public liability insurance is displayed on the notice board on the bus.

**Procedures**

**Awareness raising**

* Our induction training for volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
* We keep records of these induction training sessions and new staff volunteers are asked to sign the records to confirm that they have taken part.
* Health and safety issues are explained to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.
* As necessary, Jo Inchley completes annual health and safety training.
* We operate a no-smoking policy.
* We make children aware of health and safety issues through discussions, planned activities, and routines.

**Windows**

* Windows on the bus are at high level and will be opened for ventilation. All windows on the bus are kept clean for natural light in the setting and to be able to see into the bus. Staff will open and close windows in the setting.
* We take precautions to prevent children’s fingers from being trapped in windows.

**Doors**

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* The main double door of the bus has an open and close button which is out of reach of the children. The power for the doors works on air pressure.
* We take precautions to keep the children clear of the doors until they have opened fully when the children enter and leave the bus.
* The door will be closed when the children are on the bus during their art session.
* We take precautions to prevent children's fingers from being trapped in doors.
* The emergency exit door is at the back of the bus but is covered by a removable table for any emergencies. This door will remain closed at all times unless, on very hot days, it is opened for ventilation. The children will be made aware of the door not being an exit (only in an emergency).

**Floors and walkways**

* All our floor surfaces are checked daily to ensure they are clean and not uneven, wet, or damaged. Any wet spills are mopped up immediately.
* Walkways and the entrance step are left clear and uncluttered.

**Electrical equipment**

* We ensure that all electrical equipment conforms to safety requirements and is checked regularly.
* Any electrics are not accessible to the children.
* The heater, wires, and leads are properly guarded, and we teach the children not to touch them.
* There are sufficient sockets in our settings to prevent overloading.
* We switch electrical devices off from the plug after use.
* We ensure that the temperature of water is controlled to prevent scalds.
* Lighting and ventilation are adequate in all areas of our setting.

**Storage**

* All our resources and materials, which are used by the children, are stored safely.
* All our equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

**Maintenance of the bus**

* The bus has daily checks made on the inside and outside to ensure it is good working order.
* The outside is checked for the body, tyres, lights, brakes.
* The oil, diesel tank, and screen wash are checked weekly.
* The inside is checked for instruments working, floor/chairs are clean and secure, the toilet is clean and ready for use, the water tank for the sink is full, cupboards are tidy and resources are secure for travelling to venues.

**Hygiene**

* We seek information from the Public Health England to ensure that we keep up to date with the latest recommendations.
* Our daily routines encourage the children to learn about personal hygiene.

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* We have a daily cleaning routine for the setting, which includes the sink, toilet, tables, chairs, and floor.
* Very dirty equipment will be place in trugs and taken off the bus to be cleaned (to avoid the sink in the bus getting clogged up).
* The toilet area has a high standard of hygiene, including hand washing and drying facilities, hand sanitiser and nappy changing mat, and disposal facilities for nappies.
* We implement good hygiene practices by:
* **-**Cleaning tables between activities.
* **-**Cleaning and checking the toilet regularly.
* **-**Wearing protective clothing - such as aprons and disposable gloves - as appropriate.
* **-**Providing aprons.
* **-**Providing tissues and wipes; and hand sanitiser.

**Activities, resources, and repairs**

* We check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.
* We keep a full inventory of all items in the setting for audit and insurance purposes.
* The layout of our play equipment allows adults and children to move safely and freely between activities.
* All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
* All our materials, including paint and glue, are non-toxic.
* We teach children to handle and store tools safely.
* Children learn about health, safety, and personal hygiene through the activities we provide and the routines we follow.
* Any faulty equipment is removed from use and is repaired. If it cannot be repaired, it is discarded.

**Jewellery and accessories**

* Our staff do not wear jewellery or fashion accessories, such as belts or high heels, that may pose a danger to themselves or children.
* Parents must ensure that any jewellery worn by children poses no danger; particularly earrings which may get pulled, bracelets which can damaged or necklaces that may pose a risk of strangulation.

**Safety of adults**

* We have CCTV running on the bus to protect the member of staff from allegations.
* We ensure that all warning signs are clear and in appropriate languages.
* Jo Inchley will follow the company’s lone worker policy.
* We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

**Control of substances hazardous to health**

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* Our staff implement the current guidelines of the *Control of Substances Hazardous to Health Regulations (COSHH)*.
* We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or glazes if used and where they are stored.
* Hazardous substances are stored safely away from the children.
* We carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
* We keep all cleaning chemicals in their original containers.
* We keep the chemicals used in the setting to the minimum to ensure health and hygiene is maintained. We do not use:
* Bleach **unless specifically advised by government during an infection outbreak such as Pandemic Flu / Coronavirus.**
* Anti-bacterial soap/hand wash is used with care in the setting.
* Anti-bacterial cleaning agents, except in the toilet, sink and nappy changing areas. Anti-bacterial spays are not used when children are nearby.
* Environmental factors are considered when purchasing, using, and disposing of chemicals.
* All members of staff are vigilant and use chemicals safely.
* Members of staff wear protective gloves when using cleaning chemicals.

**Legal framework**

* 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 Regulations (COSHH) (2002)
* Manual Handling Operations Regulations (1992 (As Amended 2004))
* Health and Safety (Display Screen Equipment) Regulations (1992)

**Further guidance**

• Health and Safety Law: What You Need to Know (HSE Revised 2009)
• Health and Safety Regulation...A Short Guide (HSE 2003)
• Electrical Safety and You: A Brief Guide (HSE 2012)
• Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE Revised 2009)
Getting to Grips with Manual Handling - Frequently Asked Questions: A Short Guide (HSE 2011)

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**Maintaining Children’s and Adult’s Safety and Security on The Premises**

**Policy statement**

The Art Bus Chester will maintain the highest possible security of their premises to ensure that each child/adult is safely cared for during their time with them.

**Procedures**

Children's/adults personal safety

* We ensure all employed staff and volunteers have been checked for criminal records via an enhanced disclosure with children’s barred list check through the Disclosure and Barring Service.
* All children are always supervised by Jo Inchley.
* When running the sessions Jo Inchley will be the only adult present.
* We carry out risk assessments to ensure children/adults are not made vulnerable within any part of the premises, nor by any activity.

**Security**

* Systems are in place for the safe arrival and departure of children/adult’s.
* The times of the children's/adult’s arrivals and departures are recorded.
* The arrival and departure times of adults – staff, volunteers, and visitors - are recorded.
* No unauthorised access is allowed on the bus.
* Our door will always be closed during sessions to prevent children from leaving the premises unnoticed.
* We only allow access to visitors with prior appointments unless authorised at the managers discretion e.g., unannounced parent show around.
* Jo Inchley will check the identity of any person who is not known before they enter the premises.
* We always keep front doors closed. The emergency door will remain closed unless needed for ventilation on a hot day.
* The personal possessions of staff volunteers are securely stored during sessions.

**LOCKDOWN**

In the event of an emergency and possible security threats, Jo Inchley would consider how best to ensure the safety of children/adult’s, parents and volunteers in the event of a local threat or emergency situation which may result in our setting being placed into ‘lockdown’. Most of our existing procedures for handling an emergency situation will involve evacuation of the premises and will be focused on an event happening within the settings building. However, in some situations, it is likely we will be advised to stay put (lockdown) rather than evacuate the premises.

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In the event of an incident, ‘lockdown’ of a building or buildings is an emergency procedure to secure and protect occupants near an immediate threat. By controlling movement in an area, emergency services can contain and handle the situation more effectively.

**Be prepared**

*Jo Inchley will risk assess the likelihood of an incident happening in the residential area i.e., considers the location, are they near a busy tourist attraction, power station, or city centre?*

* Check local police force website for advice about managing a range of issues that may be prevalent in the local area. Local police contact numbers clearly displayed for staff to refer to.
* With regard to terrorism alert levels check the current status on the MI5 website.
* Jo Inchley will follow any advice for managing emergency situations issued by our Local Authority.
* The setting will have an emergency lockdown plan and procedures in place.
* Jo Inchley will make sure she is aware of her role during ‘lockdown’.
* Jo Inchley will text or phone message all parents as soon as lockdown is announced, and they are sure the situation is not a false alarm. They will send a message similar to the suggestion below:

*Suggested wording for message to parents:*

*“Due to an incident, we have been advised by the emergency services to secure the premises and stay put until we are given the ‘all clear’. Please do not attempt to collect your child until it is safe to do so. We will let you know as soon as we are able when that is likely to be.*

*In the meantime, we need to keep our telephone lines clear and would appreciate your cooperation in not calling unless it is absolutely vital that you speak to us.”*

**Lockdown procedures**

If an emergency happens the Jo Inchley must act quickly to assess the likelihood of immediate danger. In most cases the assumption should be that it is safer to stay put and place the setting into ‘lockdown’ until the emergency services arrive. As soon as the emergency services arrive it is essential to always comply with instructions.

**Upon alert to lockdown**

* All staff must stay calm.
* Jo Inchley will ensure staff and children/adults stay in their designated areas. Stay in the place they are working, secure all doors and windows and await further instructions.
* Stay away from windows and doors.
* Stay low and keep calm, it might be an idea to rehearse this with children in an age-appropriate way, in the same way that we would rehearse fire evacuation.
* Lock-down must be rehearsed and recorded termly.
* If possible, tune into a local TV or radio station for more information.
* Do NOT make non-essential calls on mobile phones or landlines.

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**Be alert**

* Staff do NOT open the door once it has been secured until they are officially advised ‘all clear’ or are certain it is the emergency services at the door. This is another element of our ‘lockdown’ procedure that can be practised in an age-appropriate way with the children to avoid them becoming anxious when staff do not respond to the doorbell in the usual way.
* Staff stay with the children/adults at all times.
* Jo Inchley does NOT call 999 again unless she has immediate concern for her safety, the safety of others, or feels she has critical information.

**Following the lockdown**

* Jo Inchley will co-operate with the emergency services to help in an orderly evacuation.
* Jo Inchley will ensure she has the register and children’s/adult’s details with her.
* Any staff or children who have witnessed an attack or incident will need to tell the police what they saw.
* The police may require other individuals to remain available for questioning.

**Managing parents**

In the event of an incident, it is inevitable parents/family will want to come to the setting and collect their children immediately.

* They must be discouraged from doing so, until the emergency services give the all clear.
* Even then, depending on the severity and type of incident, children may need to be checked by medical teams or questioned by the police.
* It must be made absolutely clear to parents that Jo Inchley will always be acting on the advice of the emergency services.
* With regard to getting information to parents during ‘lockdown’, the manager should have in place a system for sending group messages, such as social media, text, emails. Discourage parents from ringing the setting directly for further updates during ‘lockdown’; it will be vital our phone lines remain clear.

**Threat levels**

Threat levels are designed to give a broad indication of the likelihood of a terrorist attack.

**LOW** means an attack is unlikely.
**MODERATE** means an attack is possible but not likely.
**SUBSTANTIAL** means an attack is a strong possibility.

**SEVERE** means an attack is highly likely.
**CRITICAL** means an attack is expected imminently.

Members of the public should always remain alert to the danger of terrorism and **report any suspicious activity to the police on 999 or the anti-terrorist hotline: 0800 789 321**. For **non-emergency calls to the police, call 101.**

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**Risk Assessment Policy**

**Policy statement**

The Art Bus Chester believes that the health and safety of children is of paramount importance. We make our setting a safe, secure and healthy place for children, parents, staff and volunteers by using our risk assessment systems to assess and minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

Risk assessment means:

*Taking note of aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to.*

The law does not require that all risk be eliminated, but that ‘reasonable precaution’ is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through exploring art. Children need the opportunity to work out what is not safe and what they should do when faced with a risk. Under the Management of Health and Safety at Work Regulations 1999, Jo Inchley must carry out regular risk assessments and take any actions arising from these. It is the responsibility of Jo Inchley to ensure that risk assessments are completed, logged, and monitored.

We will carry out risk assessments on a regular basis, whenever there is any change to equipment or resources, any change to the setting premises, or when the needs of a child necessitate this. If changes are required to the setting’s policies or procedures as a result of the risk assessment, Jo Inchley will ensure that the relevant documents are updated.

Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures – they are the ones with first-hand knowledge as to whether the control measures are effective – and they can give an informed view to help update procedures accordingly.

This policy is based on the five steps below:

* Identification of a risk: Where is it and what is it?
* Who is at risk: Staff, children, parents, public, etc?
* Assessment as to whether the level of a risk is high, medium, low. This considers both the likelihood of it happening, as well as the possible impact if it did.
* Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
* Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

**Procedures**

* Jo Inchley has undertaken training and ensures any volunteers have adequate training in health and safety matters.

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* Our risk assessment process covers adults and children and includes:
* **-**Determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and schools.
* **-**Checking for and noting hazards and risks indoors and outside, in relation to our premises and activities.
* **-**Assessing the level of risk and who might be affected.
* **-**Deciding which areas need attention; and
* **-**Developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.
* We maintain environmental check lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.
* We will carry out a visual inspection of the equipment and the whole premises (indoors and out) daily before any children arrive.
* During the session, Jo Inchley will remain alert to any potential risks to health and safety. If she discovers a hazard, she will firstly make sure that any people likely to be affected are safe, and then record the event on an **Incident Record** sheet and ensure that any actions needed to avoid the hazard have been taken.
* Jo Inchley will record all accidents and dangerous events on the **Incident** or **Accident Record** sheets as soon as possible after the incident. The record will be kept on file and the parents informed at the end of the session or sooner if it is a serious accident. Jo Inchley will monitor **Incident** and **Accident Records** to see whether any pattern to the occurrences can be identified.
* Jo Inchley ensures that checks, such as electricity safety checks, and any necessary work to the setting premises are carried out by the appropriate qualified person annually and records are kept.
* Jo Inchley will carry out risk assessments that include relevant aspects of fire safety for all areas of the premises.
* Jo Inchley ensures that she carries out risk assessments for work practice including:
	+ **-**Changing children.
	+ **-** Safe use of the toilet.
	+ **-** Safety of tools and equipment.
	+ **-**Children with allergies.
	+ **-**Supervising of children in the premises.
	+ **-**The use of glazes in pottery class.
	+ **-**Assessment use and storage of equipment for disabled children.
	+ **-**The use and storage of substances which may be hazardous to health, such as cleaning chemicals.
	+ **-**Access to sites so the bus can enter, manoeuvre, park (with safe access onto the bus for the children i.e., a pavement) and to exit.

**Legal framework**

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

**Further guidance**

* Five Steps to Risk Assessment (HSE 2011) www.hse.gov.uk/pubns/indg458.pdf

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**Fire Safety and Emergency Evacuation Policy**

**Policy statement**

The Art Bus Chester ensures the highest possible standard of fire precautions are in place. Jo Inchley is familiar with the current legal requirements. She seeks the advice of a competent person, such as a Fire Safety Consultant. A Fire Safety Logbook is used to record the findings of risk assessment, any actions taken or incidents that have occurred and our fire drills.

**Procedures**

*Fire safety risk assessment*

* The basis of fire safety is risk assessment, carried out by a ‘competent person’ Jo Inchley.
* Our fire safety risk assessment focuses on the following for each area of the setting:
* -  Electrical plugs, wires, and sockets.
* -  Electrical items.
* -  Cookers.
* -  Matches.
* -  Flammable materials – including furniture, furnishings, paper, diesel, etc.
* -  Flammable chemicals.
* -  Means of escape.
* -  Anything else identified.

**Fire Prevention**

The setting will take all steps possible to prevent fires occurring by:

* Ensuring that power points are not overloaded with adaptors.
* Ensuring that the setting’s No smoking policy is always observed.
* Checking for frayed or trailing wires.
* Checking that fuses are replaced safely.
* Unplugging all equipment before leaving the premises.
* Storing any potential flammable materials safely.

**Fire safety precautions taken**

Jo Inchley understands the importance of vigilance to fire safety hazards. To this end:

• Staff are aware of the location of all fire exits, the fire assembly point and where fire safety equipment is stored.



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Statutory requirements states, “Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and must have an emergency evacuation procedure.”

* Children will be made aware of the fire safety procedures during their settling in period.
* All children will be made aware of the location of fire exits and the fire assembly point.
* We ensure that fire doors are clearly marked, never obstructed, and easily opened from the inside.
* Fire exits are always kept closed but never locked.
* We ensure that smoke detectors/alarms and firefighting appliances conform to BS EN standards, are fitted in appropriate high-risk areas of the bus, and are checked as specified by the manufacturer.
* We have all electrical equipment checked annually by a qualified electrician. Any faulty electrical equipment is taken out of use and either repaired or replaced.
* Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
* -  Clearly displayed in the premises explaining the fire procedures which our positioned next to every fire exit.
* -  Explained to new members of staff, volunteers and parents.
* -  Fire drills may be practised, if possible, at least once a term.
* -  All fire drills, fire incidents, equipment checks and servicing of fire safety equipment, will be recorded in the fire log.

**Emergency evacuation procedure**

Every setting is different and the evacuation procedure will need to be suitable for each setting. It will cover procedures for practice drills including:

* How children are familiar with the sound of the fire alarm.
* How the children, staff and parents know where the fire exits are.
* How children are led from the building to the assembly point.
* How children will be accounted for and who by.
* How long it takes to get the children out safely.
* Who calls the emergency services, and when, in the event of a real fire?
* How parents are contacted.

**Fire drills**

We hold fire drills every term usually on a different day and time so that all children and staff attending the setting have opportunity to practice as not all children attend on the same day. A record of the following information about each fire drill is recorded in the Fire Safety Logbook:

* The date and time of the drill.
* Number of adults and children involved.
* How long it took to evacuate.
* Whether there were any problems that delayed evacuation.

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* Any further action taken to improve the drill procedure.

**PROCEDURE to be followed in the event of a fire**

* A member of staff will raise the alarm and the emergency services will be called.
* The children will immediately be escorted out of the building to the assembly point using the nearest marked exit.
* No attempt will be made to collect personal belongings, or to re-enter the bus after evacuation has taken place.
* The premises will be checked by the Fire Safety Officer and the register will be collected, providing that it is safe to do so.
* The Fire Safety Officer will close all doors and windows to prevent the spread of fire when they leave the bus.
* The register will be taken, and all children accounted for.
* If anyone is missing from the register, the emergency services will be informed.
* Jo Inchley will use the emergency contacts list (which is kept off the premises) to contact parents or carers.

**Responsibilities of the Fire Safety Warden /Marshall**

Jo Inchley is the Designated Fire Safety Marshall. The Fire Safety Marshall is responsible for carrying out the fire safety risk assessment and for ensuring that volunteers/staff are made aware of fire safety procedures during their Induction period.

The Regulatory Reform (Fire Safety) Order 2005 requires that a fire safety risk assessment is undertaken for the workplace based on The Department of Communities and Local Government’s 5 step guide: www.communities.gov.uk/documents/fire/pdf/151102.pdf.

The risk assessment should cover:

* Identifying potential fire risks
* Identifying people at risk
* Evaluating the risks arising from the hazards identified and the means of minimising those risks
* Recording the hazards, preparing a fire prevention plan, and sharing these with other members of staff.
* Reviewing the risk assessment on a regular basis

The Fire Safety Officer should liaise with the local Fire and Rescue Service for further advice and should ensure that Emergency Contact details are recorded at the front of the register and a copy stored off premises.

**Legal framework**

• Regulatory Reform (Fire Safety) Order 2005 **Further guidance**

• Fire Safety Risk Assessment - Educational Premises **(HMG 2006) Fire Safety Record (Pre-school Learning Alliance 2015)**

**EMERGENCY EVACUATION/CLOSURE PROCEDURE**

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The Art Bus Chester will make every effort to keep their setting open, but in exceptional circumstances, we may need to close at short notice.

An emergency is an unforeseen event, the effects of which could not necessarily have been anticipated.

The following are possible reasons for emergency closure:

* Serious weather conditions
* Heating system failure
* Bus breakdown
* Fire or bomb scare/explosion
* Terrorist Alert
* Death of a member of staff or child
* Assault on a staff member or child
* Serious accident or illness

In the event of an emergency our primary concern will be to ensure that both children and staff are kept safe. If it is necessary to evacuate the setting, the following steps will be taken:

**PROCEDURE**

* If appropriate Jo Inchley will contact the emergency services.
* All children will be escorted from the building to the assembly point using the nearest safe exit.
* No attempt will be made to collect personal belongings, or to re-enter the building after evacuation.
* Jo Inchley staff will check the premises and will collect the register (including emergency contact details) providing that this does not put anyone at risk.
* Before leaving the building, the designated person will close all accessible doors and windows.
* The register will be taken, and all children and staff accounted for.
* If any person is missing from the register, the emergency services will be informed immediately.
* Jo Inchley will contact parents to collect their children. If the register is not available, Jo Inchley will use the emergency contacts list (which is kept off site).
* All children will be supervised until they are safely collected.
* If after every attempt, parent or carers cannot be contacted, the setting will follow its **Uncollected Child** procedure.

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**No-Smoking, Alcohol, and Drugs Policy**

**Policy statement**

The Art Bus Chester complies with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making their setting a no-smoking environment - both indoors and outdoors.

**Procedures**

* All staff, parents and volunteers are made aware of our No-smoking Policy.
* No-smoking signs are displayed prominently.
* The No-smoking Policy is stated in information for parents and volunteers.
* Volunteers who smoke during working hours and travelling to and from work must not do so whilst wearing a setting uniform or must at least cover the uniform.
* E-cigarettes are not permitted to be used on the premises.
* Volunteers who smoke or use e-cigarettes during their scheduled breaks go away from the premises.
* Volunteers who smoke during their break make every effort to reduce the effects of odour and passive smoking for children and colleagues.
* Volunteers are made aware that failure to adhere to this policy and procedures may result in disciplinary action.
* It is a criminal offence for employees to smoke in smoke-free areas, with a fixed penalty of £50 or prosecution and a fine of up to £200.
* If we discover that a child has cigarettes in their procession while at the setting, we will confiscate the cigarettes and notify their parent or carer at the end of the session.

**Drugs and Alcohol**

• Under legislation Jo Inchley has a duty to ensure so far as is reasonably practicable, the health and safety and welfare at work any volunteers and similarly she has a responsibility to herself and her colleagues. The use of alcohol and drugs may impair the safe and efficient running of the business and/or the health and safety of the children/volunteers. If a volunteer’s performance or attendance at work is affected as a result of alcohol or drugs, or we believe they have been involved in any drug related action/offence, they may be subject to disciplinary action and, dependent on the circumstances, this may lead to their dismissal.

**Procedure**

• If a member of staff, student, volunteer, or visitor arrives at our setting clearly under the influence of alcohol or drugs, they would be asked to leave immediately. We would follow disciplinary procedures for volunteers.

* If Jo Inchley has good reason to believe that a parent or carer is under the influence of alcohol or drugs when they drop off or collect their child, they have a duty to tell the headteacher and Designated Lead Person for Child Protection. They will then have to decide on the appropriate course of action according to our Safeguarding Children Policy.

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* If a parent or carer turned up to our premises to collect a child under the influence of alcohol or drugs, we would get in touch with another contact for the child. We would not let a parent or carer take their child home alone if they were under the influence of alcohol or drugs. If another named person cannot be contacted, then Jo Inchley would speak to the designated safeguarding lead and the next step would be to call the police and IART.
* Any practitioners taking medication that they believe may affect their ability to care for children should seek medical advice. They should only work directly with children if the advice is that the medication is unlikely to impair their ability to look after children.
* If we suspect that any illegal act has taken place, we will contact the police.
* If we discover that a child has alcohol or drugs in their possession while at the setting, we will confiscate them and notify their parent or carer at the end of the session.

**Prescription Drugs**

• If a volunteer is taking prescription drugs that may affect their ability to function effectively, they must inform Jo Inchley as soon as possible. She will then complete a health and safety risk assessment.

**Safeguarding Children**

* All volunteers have a duty to inform Jo Inchley (the safeguarding lead) if they believe that a parent or carer is a threat to the safety of a child due to them being under the influence of alcohol or illegal drugs when they drop off or collect their child. Jo Inchley as safeguarding lead will decide upon the appropriate course of action with support from the headteacher of the school.
* If a parent or carer appears to be under the influence of alcohol or illegal drugs, Jo Inchley will do their utmost to prevent the child from travelling in a vehicle driven by them. If necessary, the police should be called.

**Alcohol on the Premises for Adult Events**

* For special events or evening classes, adults can bring their own alcohol and consume it.

**Legal framework**

* The Smoke-free (Premises and Enforcement) Regulations (2006)
* The Smoke-free (Signs) Regulations (2012)

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**Environmental Policy**

***Looking after the world around us has never been more important than it is today. It is up to us to take positive actions now so that future generations have a whole, healthy planet to grow up in.***

The Art Bus Chester is committed to the protection of the environment through reducing pollution, emissions, and waste.

Jo Inchley (owner) will strive to reduce the use of raw materials, supplies and energy.

But most importantly The Art Bus Chester acts as role models for your children, showing them how to look after the planet, teaching them about the living world and its precious resources, and fostering their love for nature. We raise the children’s awareness of environmental issues through discussions, projects, and day-to-day activities within the setting. Children and staff follow the setting ‘eco code’:

**Procedure**

* We re-use and recycle our waste material, and the recycling bins are easily accessible to staff and children.
* We switch off lights when not in use and fit the lights with energy saving bulbs where possible.
* We turn off electrical equipment at the power source when not in use.
* We turn off taps after use and do not waste water.
* We do not drop litter.
* We use materials from renewable or sustainable sources in all our arts and craft activities
* We encourage mums and dads to walk to The Art Bus at least once a month.
* We inspire the children and their families to Refuse, Reduce, Reuse.

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**Visitor Policy**

The safety of children and staff are of utmost importance. If visits are necessary a number of safety steps and procedures must be adhered to.

All visitors entering setting premises MUST have a booked appointment to do so. This will have been pre-arranged with Jo Inchley by email AT LEAST 24hrs prior to the visit.
If an appointment has not be pre-arranged, the visitor will be asked to leave the premises and email Jo Inchley to arrange a suitable time to return.

Having booked an appointment – Jo Inchley will have made sure the visitor is aware of the fire exits and get them to sign the Visitor’s Book.

Supervision: Visitors must be supervised at all times whilst visiting the setting.

Safeguarding Children: If you have a concern that a child has been harmed, is at risk of harm, or you receive a disclosure, please inform Jo Inchley 07800 721903 enquiries@theartbuschester.com

Health and Safety: Your safety and wellbeing during your visit are important to us. We carry out risk assessments on a regular basis but, as a visitor, you have a legal duty of care for the health and safety of yourself and others.

Emergency: In the event of an emergency our primary concern will be to ensure that both children and staff are kept safe. If it is necessary to evacuate the setting you will be escorted from the building to the assembly point using the nearest safe exit.

Phones: We have a clear policy on the acceptable use of mobile phones and cameras in our setting. Visitors must not use their mobile phone – or any other device - to take photographs within the setting. This includes taking photographs of their own children.

Smoking: Smoking is not permitted anywhere on or near the premises of The Art Bus Chester. This rule applies to everyone including staff, people collecting children or any other visitors.

Below is an example of a page of the Visitor’s Book.

DECLARATION/VISITOR QUESTIONNAIRE:

Visitor’s Name: ..............................................................................

Phone Number: .............................................................................

Reason for Visit: ....................................................................................................................................................................

....................................................................................................................................................................

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**Valuing Diversity and Promoting Inclusion and Equality Policy**

We are committed to ensuring that The Art Bus Chester is fully inclusive in meeting the needs of all children in our community, providing a safe and caring environment, free from discrimination.
We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs, and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles, and cousins; while other children may be more removed from close kin or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children’s learning, attainment, and life outcomes.

The Art Bus Chester are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our settings.

We aim to:

* Promote equality and value diversity within our service and foster good relations with the local community.
* Actively include all families and value the positive contribution they make to our service.
* Promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms.
* Provide a secure and accessible environment in which every child or adult feels safe and equally included.
* Improve our knowledge and understanding of issues relating to anti-discriminatory practice,
* Challenge and eliminate discriminatory actions based on a protected characteristic as defined by the Equality Act (2010) namely:
* Age.
* Gender.
* Gender reassignment.
* Marital status.
* Pregnancy and maternity.
* Race.
* Disability.
* Sexual orientation; and
* Religion or belief.
* Where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

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**Admissions**

Our setting is open and accessible to all members of the community.

• We base our Admissions Policy on a fair system.

* We do not discriminate against a child/adult or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
* We advertise our service widely.
* We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (wherever possible).
* We reflect the diversity of our community and wider society in our publicity and promotional materials.
* We provide information on our offer of provision for children with special educational needs and disabilities.
* We ensure that all parents/adults/managers/headteachers are made aware of our Valuing Diversity and Promoting Inclusion and Equality Policy.
* We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
* We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
* We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
	+ Direct discrimination – someone is treated less favourably because of a protected characteristic e.g., preventing families of a specific ethnic group from using the service.
	+ Indirect discrimination – someone is affected unfavourably by a general policy e.g.; children must only speak English in the setting.
	+ Discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g., a child with a visual impairment is excluded from an activity.
	+ Association – discriminating against someone who is associated with a person with a protected characteristic e.g., behaving unfavourably to someone who is married to a person from a different cultural background; or
	+ Perception – discrimination on the basis that it is thought someone has a protected characteristic e.g., making assumptions about someone's sexual orientation.
	+ We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
	+ Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

**Employment (in the future)**

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* We will advertise posts and all applicants are judged against explicit and fair criteria.
* Applicants will be welcome from all backgrounds and posts are open to all.
* We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
* The applicant who best meets the criteria will be offered the post, subject to references and suitability checks. This ensures fairness in the selection process.
* All our job descriptions will include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
* We will monitor our application process to ensure that it is fair and accessible.

**Training**

* We seek out training opportunities for our staff to enable them to develop anti- discriminatory and inclusive practices.
* We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.
* We review our practices to ensure that we are fully implementing our policy for **Valuing Diversity and Promoting Equality**.

**Curriculum**

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self-esteem, empathy, critical thinking, and reflection.

We ensure that our practice is fully inclusive by:

Creating an environment of mutual respect and tolerance.
Modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
Positively reflecting the widest possible range of communities within resources. Avoiding use of stereotypes or derogatory images within our books or any other visual materials.
Celebrating locally observed festivals and holy days.
Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
Ensuring that disabled children with and without special educational needs are fully supported.
Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages
A wide range of resources that promote diversity and equality

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

* Undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.

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* Fully differentiating the environment, resources, and curriculum to accommodate a wide range of learning, physical and sensory needs.

**Valuing diversity in families**

* We welcome the diversity of family lifestyles and work with all families.
* We encourage children to contribute stories of their everyday life to the setting.
* We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
* For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
* We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
* We take positive action to encourage disadvantaged and under-represented groups to use the setting.

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**Supporting Children with Special Educational Needs (SEN)**

The Art Club Chester provide an environment in which all children with Special Educational Needs (SEN) are supported to reach their full potential.

* We have regard for the Special Educational Needs and Disability Code of Practice (2014).
* We have in place a clear approach for identifying, responding to, and meeting children’s SEN.
* We support and involve parents (and where relevant- children), actively listening to, and acting on their wishes and concerns.
* We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
* We regularly monitor and review our policy, practice, and provision and, if necessary, make adjustments.

**Procedure**

Jo Inchley will contact the Special Educational Needs Co-ordinator (SENCO) at schools where the Art Bus works to find out relevant information.

* The SENCO has the responsibility for the day-to-day operation of Supporting Children with Special Educational Needs policy and for coordinating provision for children with SEN. Speaking to the child’s 1:1 may support the child too.
* We ensure that the provision for children with SEN is the responsibility of the setting.
* We ensure that our inclusive admissions practice ensures equality of access and opportunity.
* We provide a broad, balanced and differentiated curriculum for all children.
* When appropriate we consider children’s views and wishes in decisions being made about them, relevant to their understanding.
* We provide parents with information on local sources of support and advise e.g., Live Well, Information Advise and Support Services.
* We liaise and work with other external agencies to help improve outcomes for children with SEN.
* We provide resources (human and financial) to implement our **Supporting Children with Special Educational Needs Policy**.
* Jo Inchley is aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing, and making provision for children with SEN.
* We raise awareness of our special education provision via our website and/or promotional material.
* We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g., action plan reviews, staff and management meetings, parental and external agency’s views, inspections and complaints. This information is collated, evaluated and reviewed annually.
* We provide a complaints procedure.
* We monitor and review our policies annually.

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**Further Guidance**

* Early Years Foundation Stage Statutory Framework (DfE 2021)
* Working Together to Safeguard Children (DfE 2015)
* Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

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**British Values Policy**

**Policy statement**

The Art Bus Chester actively promotes inclusion, equality of opportunity, the valuing of diversity and 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 discriminate against directly or indirectly, 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.

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.

**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 2021 EYFS and are further clarified below, based on the Fundamental British Values in the Early Years guidance (Foundation Years 2015):

• Democracy, or making decisions together (through the prime area of Personal, Social and Emotional Development)

* -  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.

• Rule of law, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)

* -  Practitioners ensure that children understand their own and others’ behaviour and its consequence.

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* -  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.

• Individual liberty, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)

- Children and adults 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 mixing colours, talking about their experiences and learning.

- Practitioners encourage a range of experiences that allow children and adults 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 the artist we are studying.

• Mutual respect and tolerance, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)

* -  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.

• 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

Like everything else in childcare, promoting the British Values will require taking different approaches for different ages. In this case:
Younger children – Focus on promoting the more general concepts with the EYFS knowing that their development within these areas is key to promoting the values in the long term.
Older children/adults – You can look more explicitly at the values and come up with ideas more closely tied into the values themselves.
The Prevent Duty statutory guidance is focused on preventing all children from being drawn into terrorism. Within the strategy released by the government, they define terrorism as the active opposition to exactly the British Values detailed here. As a result, promoting and actively encouraging these values plays a crucial role in the Prevent strategy. (See **Safeguarding Policy**)

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**Prevent Strategy**

Under the Counterterrorism and Security Act 2015 we also have a duty “to have due regard to the need to prevent people from being drawn into terrorism”
Legal framework
Counterterrorism and Security Act 2015

**Further guidance**

* Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)
* Fundamental British Values in the Early Years (Foundation Years 2015)
* Prevent Duty Guidance: for England and Wales (HMG 2015)
* The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)
* Guide to the Equality Act and Good Practice (Pre-school Learning Alliance 2015)

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**Spiritual, Moral, Social and Cultural Values Policy**

At The Art Bus Chester we recognise that the personal development of children spiritually, morally, socially, and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an environment that provides children with opportunities to explore and develop:

* Their own values and beliefs,
* Spiritual awareness,
* High standards of personal behaviour,
* Positive, caring attitude towards other children and adults
* Understanding of social and cultural traditions
* Appreciation of the diversity and richness of other cultures.

(SMSC is a dimension of who we are and to experience stimulating, creative and fun activities. We aim to enrich children’s lives and are an essential ingredient of our success within local communities. Our SMSC policy provides opportunities to meet our Public Sector Equality Duty (PSED) to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

We always aim to enrich good relations between children, parents, staff, and the schools/venues we work in and who we share a protected characteristic and those who do not with given opportunities sharing and equality).

**General Aims**

* To ensure that everyone connected with our Company is aware of our values and principles.
* To ensure a consistent approach to the delivery of SMSC issues through general life and experiences
* To ensure that all children’s activities are set within a context that is meaningful and appropriate to their age, aptitude, and background.
* To ensure children/adults and staff know what is expected of them and why.
* To give each child/adult a range of opportunities to reflect upon and discuss their beliefs, feelings, and responses to personal experiences.
* To enable children/adults to develop an understanding of their individual and group identity.
* To enable children/adults to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society.
* To give each child/adult the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

**Spiritual Development**

As a company who provides care our aim is to provide learning opportunities that will enable children/adults to:

* Sustain their self-esteem in their learning experiences through the activities we provide.

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* Develop their capacity for independence through art.
* Foster their emotional life and express their feelings through our provided activities and their own experiences
* Experience moments of stillness and reflection.
* Discuss their beliefs, feelings, values and responses to personal experiences.
* Form and maintain worthwhile and satisfying relationships
* Reflect, consider, and celebrate the wonders and mysteries of life.

**Moral Development**

As a company we aim to provide learning opportunities that will enable children/adults to:

* Recognize the unique value of each individual.
* Listen and respond appropriately to the views of others.
* Gaining the confidence to cope with setbacks and learn from mistakes.
* Take initiative and act responsibly with consideration for others.
* Distinguish between right and wrong.
* Show respect for the environment.
* Make informed and independent judgements.

**Social Development**

As a company we aim to promote opportunities that will enable Children to:

* Develop an understanding of their individual and group identity.
* Learn about the wider community they live in

**Cultural Development**

As a Company we aim to promote opportunities through play that will enable children/adults to:

* Recognize the value and richness of cultural diversity in Britain, and how these influence individuals and society.
* Develop an understanding of their social and cultural environment.
* Develop an understanding of Britain’s local, national, European, Commonwealth

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**Involving and Consulting Children Policy**

**The Art Bus Chester is committed to the principle of involving and consulting children whenever decisions are made within the setting that affect them.**

The setting believes that actively promoting the participation of children in decision-making processes is beneficial to children, staff, and the setting as a whole.
The settings commitment to involving and consulting children stems from the “listening to children” provisions as set out in Articles 12 and 13 of the United Nations Convention on the Rights of the Child. These state that:

* A child’s opinion should be considered in anything that affects them.
* Children should have information given in a way that enables them to make choice and decisions.
* For children, involvement and consultation helps them to develop new skills such as negotiating, sharing, and understanding how decisions are made, and recognises that their opinions are important.
* For both staff and the setting, there are multiple benefits of such an approach, such as improved behaviour, a relationship with children based on a partnership, a more cohesive environment and activities and decisions that children feel a sense of ownership over.
* Jo Inchley will always work with children to draw up a charter that will set up the expectations and responsibilities of the setting, the staff, and the children in respect of consultation and involvement. Parental involvement in drawing up and implementing the charter will also be encouraged.
* All children will be listened to and consulted actively. This will take several forms, including:
* Listening to what they say in speech and other forms of communication.
* Observing body language and behaviour.
* Through play and creative expression and the use of visual aids.
* Via regular group discussions and Q and A sessions.
* Questionnaires and other regular feedback on activities.
* Notice boards that carry important information about activities at the setting.
* Regular feedback consisting of staff, children, and parents, discussing the setting’s activities and any other relevant topics.

Age, maturity, and the type of decision being made will determine the extent and nature of children’s involvement. However, the emphasis should always be in favour of involving children.

The Art Bus Chester gives opportunities for consultation and involvement which will be regularly monitored and acted upon so that children are able to see that their input has led to visible outcomes. The setting and its staff will also be clear about what decisions children will be involved in an attempt to offer clear explanations if and when consultation and involvement is deemed in appropriate.

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**Data Protection Policy**

**Introduction**

The Art Bus Chester is committed to ensuring that any personal data we hold about you/or a child is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

**What personal data do we collect?**

We collect personal data about you/ or a child to provide care and learning that is tailored to meet your child’s individual needs.

Personal details that we collect about your child include:
• Your child’s name, date of birth, address, health and medical needs, development needs, and any special educational needs

Where applicable we will obtain child protection plans from social care and health care plans from health professionals.

We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal details that we collect about you include:
• Your name, home and work address, phone numbers, emergency contact details, family details, and persons who have permission to collect your child.

This information will be collected from you directly in the registration form.

We may also collect information regarding benefits and family credits that you are in receipt of.

**Why we collect this information and the legal basis for handling your data**

We use personal data about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered. This includes using your data to:

* Contact you in case of an emergency
* To support your child’s wellbeing and development
* To manage any special educational, health or medical needs of your child whilst at our setting
* To keep you updated with information about our service

With your consent, may take photographs and videos for our website/twitter/Instagram/Tiktok, etc. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing.

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We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the school that your child is attending (see **Transfer of Records Policy**).

**Who we share your data with?**

For us to deliver childcare services we will also share your data as required with the following categories of recipients:

* Banking services to process chip and pin and or direct debit payments (as applicable)
* Our insurance underwriter (if applicable)
* Our setting software management provider (if applicable)
* The school that your child is attending

We will also share your data if:

* We are legally required to do so, for example, by law, by a court
* To enforce or apply the terms and conditions of your contract with us
* To protect your child and other children; for example, by sharing information with social care or the police.
* It is necessary to protect our/or others’ rights, property, or safety
* We transfer the management of the setting; in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way.

We will never share your data with any other organisation to use for their own purposes

**How do we protect your data?**

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:
Keeping all documents in a locked filing box and on an encrypted pen drive which can only be accessed by the setting manager.

**How long do we retain your data?**

We retain your child’s personal data for up to 1 years after your child no longer uses our setting. Medication records and accident records are kept for longer according to legal requirements.

In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements (see our **Children’s and Provider Records** **Policies**).

**Your rights with respect to your data**

You have the right to:

* Request access, amend or correct your child’s personal data

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* Request that we delete or stop processing your child’s personal data, for example where the data is no longer necessary for the purposes of processing; and
* Request that we transfer your, and your child’s personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments, or concerns about this privacy notice, or how we handle your data please contact us. If you have or continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk/

**Changes to this policy**

We keep this notice under regular review. You will be notified of any changes where appropriate.

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**Admissions Policy**

**Policy statement**

It is The Art Bus Chester’s intention to make our setting accessible to children and adults 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.

**Procedures**

* We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
* We ensure that information about our settings is accessible, using simple plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
* We arrange our waiting list in order of application. In addition, our policy may consider:
- The length of time on the waiting list.
- The capacity of the setting to meet the individual needs of the child.
* Our settings and its practices are welcoming and make it clear that fathers, mothers, other relations, and carers are all welcome.
* Our settings and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity, or competence in spoken English.
* We support children and/or parents with disabilities to take full part in all activities within our setting.
* We monitor the needs and background of children joining our setting on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
* We share and widely promote our Valuing Diversity and Promoting Equality Policy.
* We consult with families about the opening times of our settings to ensure that we accommodate a broad range of families' needs.
* We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
* Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.

**Admissions Process / Registration**

Admission to all our clubs is made via our online booking form on The Art Bus Chester website. Parents/carers and adults can register their children/themselves to enable them to book and pay for activities in advance.

To request a place at your chosen setting please complete the below steps:

Our online booking and payment platform is available 24 hours a day 7 days a week.

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There are also forms on the website to complete for your child’s medical records, contact information and is a way for you to inform the staff of any relevant information and for you to provide as many details as possible in case we need to contact you in an emergency. (If your child may need help with toileting, you must fill out the Intimate Care Sheet).

**How to register on the website**

**Already registered?**

**Setting contact numbers:**

The Art Bus Chester 07800 7321903

Once you register your child/adult place (on a first come, first served basis) you will receive an automated email to confirm your place. You will then need to pay for the session upfront using the bank details below:

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**Children/Adult Records Policy**

**Children’s/Adults Records**

**Policy statement**

The Art Bus Chester has record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the General Data Protection Regulations (GDPR) (2018) and the Human Rights Act (1998).
This policy and procedure should be read alongside our **Confidentiality and Client Access to Records Policy** and our **Information Sharing Policy**.

**Procedures**

We keep two kinds of records on children/adults attending our settings:

**Personal records**

These may include the following

* Personal details on registration forms and any consent forms.
* Contractual matters - the child’s/adult’s days and times of attendance, a record of the child’s/adult’s fees, any fee reminders, or records of disputes about fees.
* Early Support – including any additional focussed intervention provided by our setting (e.g., support for behaviour, language or development that needs a SEN action plan) and records of any meetings held.
* Welfare and child/adult protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.
* These confidential records are stored in a lockable filing box, which is always locked when not in use and which our manager keeps secure in a suitably safe place.

**Archiving children’s/adult’s files**

When a child leaves our setting, we remove all paper documents, place them in a robust envelope, with the child’s name and date of birth on the front and the date they left. We seal this and place it in an archive box, stored in a safe place (i.e., a locked cabinet) for one year. After one year it is destroyed.

* If data is kept electronically, it is encrypted and stored as above.
* Where there are child protection investigations, we mark the envelope with a star and archive it for 25 years.
* We store financial information according to our finance procedures.
* We store financial information according to our finance procedures.

**Other records**

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* We keep a daily record of the names of the children/adults we are caring for and their hours of attendance and the names of their key person.
* Students on Early Years Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

**Legal framework**

* *General Data Protection Regulations (GDPR) (2018)*
* *Human Rights Act (1998)*

**Further guidance**

* Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (2015)

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**Parental Involvement Policy**

**Policy statement**

We believe that children benefit most from early years education and care when parents and settings work together in partnership.
Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of our setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included.
When we refer to ‘parents’, we mean both mothers and fathers; these include both natural or birth parents, as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. ‘Parents’ also includes same sex parents, as well as foster parents.

The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property’. (For a full explanation of who has parental responsibility, refer to the Safeguarding Children (Pre-school Learning Alliance 2013.)

**Procedures**

* Parents are made to feel welcome in our settings; they are greeted appropriately.
* We have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
* We make every effort to accommodate parents who have a disability or impairment.
* We consult with all parents to find out what works best for them.
* We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
* We inform all parents about how the setting is run and its policies, through access to written information, including our Safeguarding Children and Child Protection policy and our responsibilities under the Prevent Duty, and through regular informal communication. We check to ensure parents understand the information that is given to them.
* Information about a child and his or her family is kept confidential within our setting (See **Storage of Records Policy**). We provide you with a privacy notice that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child’s development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.
* We seek specific parental consent to administer medication, call for emergency treatment of a child, and take photographs for the purposes of record keeping.
* The expectations that we make on parents are made clear at the point of registration.

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* We make clear our expectation that parents will participate in settling their child (if applicable). (See **Settling in Policy**)
* Parents are actively encouraged to participate in decision making processes according to the structure in place within our setting.
* We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it inviting parents into setting for events and parent helpers
* As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
* We provide enough opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
* Where applicable, Jo Inchley will work with parents to carry out an agreed plan to support special educational needs.
* Where applicable, Jo Inchley will work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
* We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's records.
* We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
* Parents are encouraged to come into the setting and volunteer as parent helpers.
* A Facebook page is set up where parents can be informed of important news along with being kept up to date with the setting activities and events.
* We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
* We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaint’s procedure.
* We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. There are opportunities for parents to take active roles in supporting their child’s learning in the setting: informally through helping or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children’s learning.

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**Provider Records Policy**

**Statement**

The Art Bus Chester keep records and documentation for the purpose of maintaining our business. These include:

* Records pertaining to our registration.
* Landlord/lease documents and other contractual documentation pertaining to amenities, services, and goods.
* Financial records pertaining to income and expenditure.
* Risk assessments.
* Employment records of our staff/volunteers including their name, home address and telephone number.

We consider our records as confidential based on the sensitivity of information These confidential records are maintained regarding the framework of the General Data Protection Regulations (2018), further details are given in our **Data Protection Policy** and the Human Rights Act (1998).

This policy and procedure should be read alongside our **Data Protection Policy**, **Confidentiality and Client Access to Records Policy** and **Information Sharing Policy**.

**Procedures**

* All records are the responsibility of Jo Inchley who ensures they are kept securely.
* All our records are kept in an orderly way in files and filing is kept up to date.
* Our financial records are kept up to date for audit purposes.
* We maintain health and safety records; these include risk assessments, details of checks or inspections and guidance etc.
* Our Public Liability insurance certificate is displayed.
* Change to the person managing our provision
* Significant event which is likely to affect our suitability to look after children; or
* Other events as detailed in the Statutory Framework for the Early Years Foundation Stage (DfE 2017).

**Legal framework**

* Genera Data Protection Regulations (GDPR) (2018)
* Human Rights Act 1998

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**Confidentiality and Client Access to Records Policy**

**Policy statement**

At The Art Bus Chester we have a ‘confidential relationship’ with families. It is our intention to respect the privacy of children/adults and their parents and carers, while ensuring that they access high quality early years care and art education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998).

**Confidentiality procedures**

* Jo Inchley knows the importance of confidentiality.
* Issues relating to the employment of staff, whether paid or voluntary, will remain confidential to those making personnel decisions.
* Students on work placements are advised of our confidentiality policy and are required to respect it.
* Most things that happen between the family, the child and the setting are confidential to The Art Bus Chester. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
* Information shared with other agencies is done in line with our **Information Sharing Policy.**
* We always check whether parents/adults regard the information they share with us to be confidential or not.
* Some parents/adults may share information about themselves with other parents as well as with our staff; we cannot be held responsible if information is shared by those parents whom the person has ‘confided’ in.
* Information shared between parents/adults in a discussion is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
* We inform parents/adults when we need to record confidential information beyond the general personal information we keep (see our **Children's/Adult’s Records Policy and Data Protection Policy**) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection/abuse and any contact and correspondence with external agencies in relation to their child/adult.
* We keep all records securely (see our **Children's/Adult’s Records Policy and Data Protection Policy**).
* Information is kept in a manual file, or electronically. Staff may also use a computer to type reports, or letters. Where this is the case, the typed document is transferred into a folder.
* All confidential paper records are stored securely in a lockable filing box.
* Jo Inchley may discuss children’s/adult’s general progress and well-being, and occasionally, more sensitive information. This is shared with other parties on a need-to-know basis (and with consent from the parent/carer).

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* We do not discuss children with staff who are not involved in the child’s care, nor with other parents or anyone else outside of the setting.
* Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
* Where third parties share information about an individual with us Jo Inchley will check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

**Client access to records procedures**

Parents/adult’s may request access to any confidential records we hold on their child/themselves and family following the procedure below:

* The parent is the ‘subject’ of the file in the case where a child is too young to give ‘informed consent’ and has a right to see information that our setting has compiled on them.
* Any request to see the child’s/adult’s file by a parent or person with parental responsibility must be made in writing to the setting manager.
* We acknowledge the request in writing, informing the parent/adult that an arrangement will be made for him/her to see the file contents, subject to third party consent.
* Our written acknowledgement allows one month for the file to be made ready and available. We will be able to extend this by a further two months where requests are complex or numerous. If this is the case, we will inform you within one month of the receipt of the request and explain why the extension is necessary
* A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil.
* Our manager may seek legal advice before sharing a file.
* Our manager and ensures that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party.
* ‘Third parties’ include each family member noted on the file; so, where there are separate entries pertaining to each parent, stepparent, grandparent, family members, etc. we write to each of them to request third party consent.
* Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
* We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
* They are asked to reply in writing to our manager giving or refusing consent for disclosure of that material.
* We keep copies of these letters and their replies on file.
* We may grant refusal if Jo Inchley has provided information that could be considered ‘sensitive’ and the she may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent/adult.
* When we have received all the consents/refusals, Jo Inchley takes a photocopy of the complete file. On the copy of the file, the manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.

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* The copy file is then checked by legal advisors to verify that the file has been prepared appropriately.
* What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the ‘clean copy’.
* We photocopy the ‘clean copy’ again and collate it for the parent to see.
* Jo Inchley informs the parent/adult that the file is now ready and invites him/ her to make an appointment to view it.
* Jo Inchley meets with the parent /adult to go through the file, explaining the process as well as what the content of the file records about the child/adult and the work that has been done. Only the person(s) with parental/carer responsibility can attend that meeting, or the parent’s/adult’s legal representative or interpreter.
* The parent/adult may take a copy of the prepared file; but, to ensure it is properly explained to and understood by the parent/adult, we never hand it over without discussion.
* It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family/adult.
* If a parent/adult feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent/adult to our complaint’s procedure.
* The law requires that the information we hold must be held for a legitimate reason and must be accurate (see our **Data Protection Policy**). If a parent/adult says that the information, we hold is inaccurate, then the parent/adult has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent/adult, we retain the right not to change that entry, but we can record the parent’s/adult’s view of the matter. In most cases, we would have given a parent/adult the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
* If there are any controversial aspects of the content of a child’s/adult’s file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed, and an appeal process is underway.
* We never ‘under-record’ for fear of the parent/adult seeing, nor do we make ‘personal notes’ elsewhere.

All the undertakings above are subject to the paramount commitment of our setting, which is to the safety and well-being of the child/adult. Please see also our **Safeguarding Children, Young People and Vulnerable Adults Policy.**

**Legal framework**

* General Data Protection Regulations (GDPR) (2018)
* Human Rights Act (1998)

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**Information Sharing Policy**

‘Sharing information is an intrinsic part of any frontline practitioners’ job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals’ lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum, it could be the difference between life and death.’

*Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (HM Government 2015)*

**Policy statement**

The Art Bus Chester recognises that parents/adults have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We record and share information about children/adult’s and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in the **Data Protection Policy** which parents/adults are asked to read at the point of registration The six principles state that personal data must be:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant, and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against accidental loss, destruction, or damage, using appropriate technical or organisational measures

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. That is when:

* it is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult; or
* not sharing it could be worse than the outcome of having shared it.

The responsibility for decision-making should not rely solely on an individual but should have the back-up of the school/setting that the individual attends. Jo Inchley will provide clear guidance, policies, and procedures to ensure all staff and volunteers understand their information sharing responsibilities and can respond in a timely, appropriate way to any safeguarding concerns.

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The three critical criteria are:

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

**Procedures**

The Art Bus’s procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents, and carers*.* We also follow the guidance on information sharing from the Local Safeguarding Children Partnership.

*Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989 but provide a framework to ensure that personal information about living individuals is shared appropriately.*

Our **Information Sharing Policy** provides guidance to appropriate sharing of information both within the setting, as well as with external agencies.

Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if we have a legal obligation to do so. Parents/adults are asked at the point of registration to read the **Data Protection Policy** to explain this further.

In our setting we ensure parents/adults:

* + Are asked to read the **Data Protection Policy** and information about our **Information Sharing Policy** (see policies and procedures on the website) when starting their child/themselves in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult.
	+ Have access to information about our **Safeguarding Children, Young People and Vulnerable Adults Policy** (see policies and procedures on the website)
	+ Have information about the other circumstances when information will be shared with external agencies, for example, regarding any special needs the child/adult may have.
	+ Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
	+ Our manager routinely seeks advice and support from the setting the child/adult attends to avoid possible significant harm.

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* + Our **Safeguarding Children, Young People and Vulnerable Adults Policy** sets out the duty staff to refer concerns, as designated person, they will contact children’s social care for advice where they have doubts or are unsure.
	+ The manager seeks advice if they need to share information without consent to disclose.

*Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.*

* + We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
	+ Our guidelines for consent are part of this procedure.
	+ The manager is conversant with this and she can advise staff accordingly.

*Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.*

In our settings we:

* + Record concerns for child protection matters.
	+ Record decisions made and the reasons why information will be shared and to whom; and
	+ Follow the procedures for reporting concerns and record keeping as set out in our **Safeguarding Children, Young People and Vulnerable Adults Policy.**

*Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*

* Our **Safeguarding Children, Young People and Vulnerable Adults Policy** and **Children's/Adult’s Records Policy** set out how and where information should be recorded and what information should be shared with another agency when making a referral.

*Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*

* Where information is shared, we record the reasons for doing so; where it is decided that information is not to be shared that is recorded too.

**Consent**

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When parents/adults choose our setting for their child/themselves, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will seek their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent or may override their refusal to give consent. We inform them as follows:

* The Art Bus Chester’s policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
* We may cover this verbally when the child starts or it can be found in our policies and procedures document on the website.
* Parents/adults sign our Registration Form at registration to confirm that they understand this.
* We ask parents/carers to give written consent to share information about any additional needs their child/adult may have. We give parents copies of the forms they sign.

We consider the following questions when we assess the need to share:

* Is there a legitimate purpose to us sharing the information?
* Does the information enable the person to be identified?
* Is the information confidential?
* If the information is confidential, do we have consent to share?
* Is there a statutory duty or court order requiring us to share the information?
* If consent is refused, or there are good reasons for us not to seek consent, is there enough public interest for us to share information?
* If the decision is to share, are we sharing the right information in the right way?
* Have we properly recorded our decision?
* Consent must be freely given and *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the **Data Protection Policy**.
* Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
* Consent can be withdrawn at any time.
* We explain our **Information Sharing Policy** to parents/adults.

**Separated parents**

* Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
* Where the child is looked after, we may also need to consult the Local Authority, as ‘corporate parent’ before information is shared.

All the undertakings above are subject to our paramount commitment, which is to the safety and well-being of the child. Please also see our **Safeguarding Children, Young People and Vulnerable Adults Policy.**

**Legal framework**

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* General Data Protection Regulations (GDPR) (2018)
* Human Rights Act (1998)

**Further guidance**

* Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (HM Government 2015)
* What to do if you’re worried a child is being abused: Advice for practitioners (HM Government 2015)
* Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government 2015)

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**Working in Partnership with Other Agencies Policy**

**Policy statement**

The Art Bus Chester works in partnership with local and national agencies to promote the well-being of all children and adults**.** We will never share your data with any organisation to use for their own purposes.

**Procedures**

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

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**Complaints Policy**

At The Art Bus Chester we aim to work in partnership with parents and adults to deliver a high-quality service for everyone. If for any reason we fall short of this goal, we would like to be informed to amend our practices for the future. Our complaints policy will always be displayed on the premises. Records of all complaints will be retained for a period of 10 years. A summary of complaints is available for parents/adults on request.

We believe that children/adults and parents/family members are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our settings and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach with Jo Inchley (owner). 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 our setting to a satisfactory conclusion for all the parties involved. Any complaints received will be recorded on an incident log and a complaints log will be completed. Any complaints made will be dealt with in the following manner:

**Procedure**

**Stage one**
Complaints about aspects of setting’s activity:

• The manager will discuss the matter informally with the parent or carer concerned and aim to reach a satisfactory resolution

Complaints about an individual staff member:

* If appropriate the parent will be encouraged to discuss the matter with staff concerned
* If the parent feels that this is not appropriate, the matter will be discussed with the headteacher/manager of the setting involved, who will then discuss the complaint with the individual concerned and try to reach a satisfactory resolution

**Stage two**
If it is impossible to reach a satisfactory resolution to the complaint through informal discussion, the parent or carer should put their complaint in writing to the manager. The manager will:

* Acknowledge receipt of the letter within 7 days and investigate the matter within 28 days
* Send a full response in writing, to all relevant parties, including details of any recommended changes to be made to the setting’s practices or policies as a result of the complaint
* Meet relevant parties to discuss the setting’s response to the complaint, either together or on an individual basis.

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If child protection issues are raised, the manager will refer the situation to Social Care Partnership and follow the procedures of the **Safeguarding Children, Young People and Vulnerable Adults Policy**. If a criminal act may have been committed, the manager will contact the police.

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**Coronavirus Policy**

The Art Bus Chester is committed to following Government guidelines set out by the Department of Health and have set out below a plan for the company in these unprecedented times.

**Protecting staff and children and adults**

As lockdown restrictions have lifted and the Omicron variant is much milder than the Delta and initial Covid-19 virus the Art Bus Chester should be able to run as long as precautions for the safety of staff, children and adults attending the activities on the bus are followed.

* If any child/adult has Covid-19 the parents/setting must let the manager know either verbally or by a telephone conversation to confirm if their absence.
* If a child has a new dry cough or a high temperature, loss of sense of smell/taste, headache, fatigue or sore throat they must test before coming to the club.
* The current rules are that you don’t need to isolate if you test positive for Covid-19 but if your child/adult is unwell please keep them at home.
* If a setting is forced to close, parents will not be liable for the payment of childcare fees.
* Unless the setting is forced to close the parents are still liable to pay for the child/adult fees.

**Taking measures to reduce virus spread within the setting**

Please follow guidelines from the World Health Organisation on infection control:

* + Frequently clean hands using alcohol-based hand rub or soap and water.
	+ When coughing and sneezing, cover mouth and nose with flexed elbow or tissue – throw tissue away immediately and wash your hands.
	+ Avoid close contact with anyone who has fever and cough.
	+ Staff will clean and disinfect regularly touched objects and surfaces using standard cleaning products. This includes tables, chairs, resources, equipment, doorknobs, light switches, countertops, handles, toilets, taps, and sinks.

**When to seek help**

Whilst coronavirus is infectious to children, it is rarely serious. If a child becomes unwell it is likely to be a non-coronavirus illness, rather than coronavirus itself.
However, the RCPCH advises parents to seek urgent help (call 999 or go to A&E) if a child is:

* Becoming pale, mottled and feeling abnormally cold to the touch
* Has pauses in their breathing (apnoea’s), has an irregular breathing pattern or starts grunting
* Has severe difficulty in breathing becoming agitated or unresponsive
* Is going blue round the lips
* Has a fit/seizure
* Becomes extremely distressed (crying inconsolably despite distraction), confused, very lethargic (difficult to wake) or unresponsive

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* Develops a rash that does not disappear with pressure (the 'Glass test')
* Has testicular pain, especially in teenage boys

**Rigorous infection control measures**

Our setting has infection control measures in place such as:

* Regular supervised hand washing ensuring young children and adults wash their hands for 20 seconds more often than usual with soap and water.
* Cleaning and disinfecting regularly touched objects and surfaces and the wider environment using standard cleaning products and following a rigorous cleaning procedure.
* Using waterproof dressings to cover on any existing wounds or lesions
* The immediate cleaning of spillages of blood and other bodily fluids. Clear procedures on safe disposal of waste – double bagged clothes and wipes/tissues bagged and binned.

**Handwashing**

Public Health England advises that children and staff should be encouraged to catch sneezes with a tissue, bin the tissue and wash their hands. Staff should remind children to wash their hands whilst explaining the reasons behind hand washing in an age-appropriate way:

* after using the toilet
* after using messy art materials like clay, paint, etc.

An alcohol-based hand sanitizer can be used too. (With minimum 60% alcohol). It is important that everyone should not to touch their eyes, nose, and mouth with unwashed hands.

**Serious Health Issues**

We advise that all adults who are over the age of 70 years or have any serious health issues should may need to still take extra precautions and continue to follow the procedures above.

A risk assessment approach will be used to determine whether the setting can operate safely. Where this is not the case, parents and venues affected will be informed.

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