

Newcroft

Primary Academy



# **Breakfast and After-School Club Policy 2017-2020**

This policy is reviewed every three years and was agreed by the Governing Body of Newcroft Primary Academy in Autumn 2017 **and will be reviewed again in Autumn 2020**

Signed: \_\_\_\_\_ Chair of Governors

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

## ***Non-Statutory Policy***

## Aims and Vision



## Safeguarding Children

### Children's rights and entitlements

- We promote children's right to be *strong, resilient and listened to* by creating an environment in our setting that encourages children to develop a positive self-image.
- We promote children's right to be *strong, resilient and listened to* by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be *strong, resilient and listened to* by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- The nominated person for safeguarding is Judith Dickinson

### Safeguarding children and child protection

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is based on the key commitments of Newcroft Safeguarding Children Policy. Use of cameras is guided by the Images of Children policy. Use of mobile phones, by children and adults is guided by policy within school.

### Maintaining children's safety and security on premises

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us. Entry and exit is controlled through CCTV and automatic gate release. Children are released to their classrooms at the end of the morning session (reception children and year 1 are escorted). Children attending Afterschool Club are expected to arrive at the room by themselves (reception and year 1 children are escorted). Children other than those in reception and year 1 are expected to take responsibility for ensuring they get to and from their classrooms. If an expected child does not arrive at Afterschool Club a check is first made in the child's class, then at the office for any message. If the child has been in school and has still not

appeared, parents will be contacted. Parents are expected to ensure their child knows when they will be attending Breakfast and Afterschool Club so that confusion can be avoided at the end of the day. A dedicated mobile phone is used for the two clubs and parents are asked to use this to contact staff during sessions.

### **Uncollected child**

In the event that a child is not collected by an authorised adult at the end of an afternoon session, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

### **Procedures**

- Contact information for children is contained in registration pack at Club
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.
- We inform parents that we apply our child protection procedures in the event that their children are not collected from the setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session, we follow the following procedures:
  - The child's file is checked for any information about changes to the normal collection routines.
  - If no information is available, parents/carers are contacted at home or at work.
  - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting – and whose telephone numbers are recorded – are contacted.
  - All reasonable attempts are made to contact the parents or nominated carers.
  - The child does not leave the premises with anyone other than those named in their file.
  - If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
  - We contact our local authority children's social care team:  
[0116 3050005 \(LA duty desk\)](tel:01163050005)
  - The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
  - 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 do staff go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed

### **Missing child**

Children's safety is maintained as the highest priority at all times both on and off premises. Every attempt is made through carrying out the exit/entrance procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

## **Procedures**

Child going missing on the premises

- As soon as it is noticed that a child is missing the key person/staff alerts the setting leader.
- The setting leader calls the police and reports the child as missing and then calls the parent.
- The setting leader will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The setting leader talks to the staff to find out when and where the child was last seen and records this.
- The setting leader contacts the headteacher and reports the incident. The headteacher comes to the setting immediately to carry out an investigation, with the management committee where applicable.

## **Child Development**

### **Achieving positive behaviour**

Newcroft believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

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

This provision works within the guidelines of the Behaviour Policy for Newcroft Primary School.

### **Supporting children with special educational needs**

Newcroft provides an environment in which all children, including those with special educational needs, are supported to reach their full potential.

The nominated person for inclusion is Judith Dickinson. This provision fully supports the SEN policy used within school.

### **Toileting and Intimate Care**

Our expectation is that young children should have achieved continence when they are admitted to Newcroft; however, we recognise that young children vary widely in their levels of maturity and in achieving continence. No child of any age 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 equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time. We also recognise that children of any age may have a lapse in their continence because of trauma, onset of sudden disability, emotional upset or health problems. We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained or who may need special provision.

## **Health and Safety**

### **First aid**

In our setting staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current first aid training is on the premises at any time. The first aid qualification includes first aid training for infants and young children. Additional training has been undertaken to allow access for children with particular conditions.

The nominated person for First Aid is Judith Dickinson. First Aid provision complies with guidelines within school.

### **Food and drink**

Newcroft regards snack and meal times as an important part of the setting's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating using resources and materials from the Healthy Schools Policy. At meal times, we aim to provide nutritious food, which meets the dietary requirements of children and complies with our Healthy Schools Policy. Newcroft endeavours to be a nut-free school.

### **Food hygiene**

Newcroft catering complies with all relevant guidelines.

### **Procedures**

- All staff comply with guidelines laid down by the Local Authority.
- Judith Dickinson has an in-date Food Hygiene Certificate.

### **Children's Play**

We recognise children's right to play as contained in Article 31 of the UN Convention on the Rights of the Child 1991.

We advocate playing as integral to children's enjoyment of their lives, their health and their development. Children – disabled and non-disabled – whatever their age, culture, ethnicity or social and economic background, need and want to play, indoors and out, in whatever way they can. Through playing, children are creating their own culture, developing their abilities, exploring their creativity and learning about themselves, other people and the world around them. We recognise the importance of all children playing together, whatever their age or circumstances.

We aim to create a varied and interesting environment that stimulates social, physical, creative, emotional and intellectual play. The setting includes the provision of open space, music and a range of objects and materials that children can select to develop their own play.

Staff will plan activities and provide resources that are based on children's interests and supports individual children's needs to ensure all children enjoy themselves. Staff recognise the importance of free play with minimal intervention whilst keeping children safe from harm.

Children are given the opportunity to use communication, creativity, imagination, exploration, role play, rough and tumble and socialisation.

By following play objectives the setting aims to:

- Extend the choice and control that children have over their play, the freedom they enjoy and the satisfaction they gain from it.
- Recognise the child's need to test boundaries and respond positively to that need.
- Manage the balance between the need to offer risk and the need to keep children safe from harm.
- Maximise the range of play opportunities.
- Foster independence and self-esteem.
- Foster children's respect for others and offer opportunities for social interaction.
- Foster the child's well-being, healthy growth and development, knowledge and understanding, creativity and capacity to learn.

The setting will consult with children and parents about the provision in a variety of ways on a regular basis. Consultation methods include discussions, suggestions and observations of children.

The setting will regularly evaluate practice and resources and will keep an inventory which is updated when required.

### **Employment and staffing**

Our staff are appropriately qualified and we carry out checks for criminal and other records through the Disclosure and Barring Service in accordance with statutory requirements. Staff recruitment follows guidelines laid out in the school policy. Staff have regular performance management reviews.

### **Complaints Procedure**

Complaints about the setting should be made in writing to the headteacher.

### **Policies**

#### **Associated Policies used within the School Setting:**

Accessibility Plan  
Accident, Medical and First Aid policy  
Anti-bullying Policy  
e-safety acceptable use of internet Policy  
Behaviour Policy  
Child Protection and Safeguarding Policy  
Complaints Procedure  
CPD Policy  
Equal Opportunities Policy  
Food Policy  
Gender Equality Policy  
Health and Safety Policy  
Images of Children and Young People Policy  
Inclusion Policy  
Safer Recruiting Guidelines  
SEN Policy  
Sun Protection Policy  
Toileting/Intimate Care Policy  
Use of mobile phones Policy  
Whistleblowing Policy

### **Equality Statement**

At Newcroft Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

### **Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their

learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.