



OFSTED Registration No. 101782
Registered Charity No. 1084981

Eastington Community Centre
Snakey Lane
Eastington
Stonehouse
Glos
GL10 3AQ

Prospectus, Operational Plan
and Induction pack
January 2016

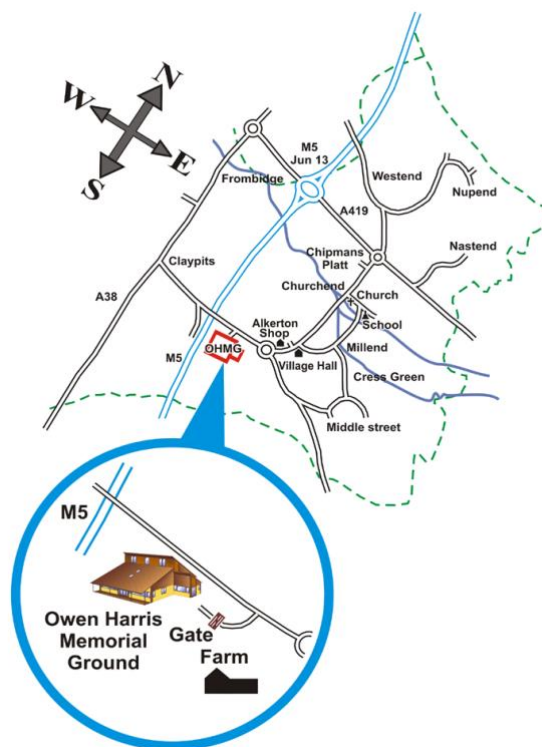
Welcome to Eastington Playgroup.

This booklet contains the some of the policies and procedures that have been adopted by our setting.

- It shows our operational plan,
- The role of the committee,
- Our routines, aims and commitments,
- An overview of the Early Years Foundation stage and OFSTED report (a link if viewing online)
- Induction pack
- Our procedures for suitable people to work with children
- Policies for - Safeguarding and promoting children's welfare, achieving positive behaviour, health and safety, uncollected child, equal opportunities/diversity and promoting equality, and finally the risk assessment policy..

There are many more policies available to view at the setting.

Where are we?



We have made this booklet to help make the transition from home to playgroup as smooth as possible to both parents and child.

Should you have any further queries/concerns then please do not hesitate to contact any member of staff or member of the committee.

- Playgroup is open on the following days - this does vary sometimes due to parental demand

Monday am/Monday pm/Tuesday am/Tuesday pm

Wednesday am/Wednesday pm/Thursday am/Thursday pm

We are open for 38 weeks a year for 4 days a week, from 9am until 3pm and take children from the age of 2 ½ years old until 4 years 11 months (school age).

Playgroup contact number is 07977342742 during playgroup hours please use this number if you need to speak to a member of staff regarding your child.

Eastington Playgroup

We are a community playgroup, opened in the 1970's. We are based in the Eastington Community Centre at the Owen Harris memorial ground in the village of Eastington, Gloucestershire. We are organised by a committee of volunteer parents who are elected each year. We are a member of PATA (Playgroup and Toddler Association).

Eastington playgroup is a non-profit making educational charity.

We are registered and inspected by OFSTED (Office for Standards in Education) our registration number is 101782.

We are registered for children from 2 years and 6 months until five years old. We are able to take up to 30 children per session.

We offer full or part time day care for children from Eastington and surrounding villages.

Aim

Our aim is to

- Provide a happy, safe, warm and stimulating environment for all children to play, learn and develop freely.
- Help children to develop responsibility for themselves and their actions and to become competent, confident, independent and co-operative individuals.
- Encourage children to have a positive attitude and respect for both themselves and others.
- Promote a positive relationship with parent/carers and work in a partnership with them to provide a high quality provision and help support care for children.
- We undergo regular monitoring and evaluation for our services to ensure we continue to meet the needs of children and parent/carers.

We are committed to meeting the needs of parents and carers by:

- Listening and responding to their views and concerns.
- Keep them informed of our policies and procedures, including opening times, fees, programmes of activities and care.
- Sharing and discussing their child's achievements, experiences, progress and friendship, along with any difficulties that may arise.
- Encourage links with home and work in partnership with parent/carers to help children learn and develop.

We are committed to providing:

- Care and activities that put the needs and safety of children first.
- A programme of activities that is interesting, educational, stimulating and fun. Activities that promote each child's social, emotional, physical and intellectual development.
- Access to a variety of resources and equipment under safe and supervised conditions.
- A staff team that is experienced, well trained and supported.
- An environment where no child is bullied or suffers discrimination in any form.

Your child may start playgroup when they are 2 $\frac{1}{2}$ years old. You need to be contactable for the first few sessions. You will be asked to help support the playgroup by helping at sessions that are convenient to you if you have any spare time. Children who lack confidence or who have other difficulties may need to be accompanied by their parent/carer during the first few sessions, the play-leader will discuss this with you.

Eastington Playgroup opens for the following sessions.

	Am		Pm	
	From	to	From	To
Monday	9 am	12.00 pm	12pm	3pm
Tuesday	9 am	12.00 pm	12pm	3pm
Wednesday	9 am	12.00 pm	12pm	3pm
Thursday	9 am	12.00 pm	12pm	3pm

We also offer a pre-school session in the summer term which is based at Eastington Primary School for children that have been offered a place for the following September.

It is possible for your child to stay for a whole day at the Eastington Community Centre and you will need to provide a lunch in a named box with a cool pack if the weather is warm.

We operated drop-in sessions, but you must phone us in advance to make sure we have enough places available. Fees for the drop session are payable on the day.

Fees

Fees are currently £4.00 per hour.

We take government vouchers for children aged 3 years and over (the term after the child reaches their 3rd birthday), claim forms are given to you once a term for 15 free hours per week (the grant is paid directly to playgroup). Vouchers are claimed through playgroup and forms are usually sent approximately 2 weeks before the next term, this will enable you to advise playgroup of session requirements for the next term. *Once this form has been completed amendments cannot be made to sessions.* Vouchers are paid for hours not sessions.

We also take government vouchers for families of children aged 2 years if eligible. Please ask us for details of where to find out if you are entitled to these 15 hours of free childcare.

Fees will be due if your child is not eligible for vouchers and you will receive a bill in your child's tray 2 weeks prior to the next term starting. Eastington playgroup opens for 38 weeks as we are also closed for 5 in service training days. If a child is claiming at two or more providers and more than 15 hours per week, parents can choose which setting they wish to claim the funding from or it can be shared and parents will have to pay any shortfall in costs.

Fees increase on an annual basis and are payable termly in advance or by arrangement with the playgroup. *If a child does not attend a session either through illness or holiday, fees are still payable or if we are unable to claim nursery vouchers for more than 2 weeks holiday absence to keep the place open and available to your child.*

All fees are due within two weeks following the issue of an invoice, should payment not be made an additional 10% will be charged, unless prior arrangement has been made.

We require a terms notice before taking your child out of playgroup; therefore fees are still payable. If fees are not settled within the term they are due, then the child may be excluded from playgroup if no pre-arrangement has been made. We offer at 15% discount to those parents who have 2 or more children at the playgroup at any one time.

As we are a registered charity we do occasionally need to fund raise, and we always welcome parents onto our fundraising team of volunteers to support us where you can. Attending committee meetings is a good way of supporting fundraising and other playgroup decisions.

The role of parents

Parents are as much part of our playgroup as children and research shows that children learn better when their parent/carer are involved. It is important for you and your child that you play an active part in this exciting phase of their life. You may be able to share a special skill or interest such as music, cooking, dance or even your own aspect from your job.

We recognise parent/carers are the first and most important educators of their children. We aim to support parent/carers and you are welcome to -

- exchange knowledge about their children's needs, activities, interests and progress with the staff,
- help at sessions of the setting, all parents are valued respected and included at all levels,
- sharing their own special interests with the children,
- helping to provide, make and look after the equipment and materials used in the children's play activities,
- Assist with fundraising as playgroup is a charity and needs to be self sustainable.
- Join the committee and take part in the management of the playgroup, training courses, workshops organised by PATA or Shire Hall are available to help assist with committee roles.
- take part in events and informal discussions about the activities and curriculum provided by the setting,
- join in community activities in which the setting takes part; and
- building friendships with other parents in the setting

Curriculum

At Eastington playgroup we aim to provide a happy, stable and caring environment in which through play, children aged 2 ½ years - 5 years can explore, enjoy, achieve and progress to their fullest potential at their own pace, through both child and adult initiated learning experiences.

We will promote equality of opportunities and positive attitudes to issues that arise both from a multi-cultural society and from those with disabilities to help with disabilities, to help children interact well with other children and adults. Staff will be positive role models and supportive of children's individuality, culture and learning experiences. This shall be achieved by providing challenging and stimulating experiences in line with our Learning and Development Policy that take into account a child's individual needs, their interests and choices, as well as encouraging the involvement of parents and carers, to build on what has been learnt at home.

Our daily routine supports the ethos of our playgroup and is about enabling children to learn and develop through play in a safe and secure environment. Play will be open-ended, each child being able to explore in their own way, and come to their own conclusions, achieving their own goal. The layout of the sessions allows children to initiate and put into operation their own plans during free-play, materials and equipment being available for the children to use are easily accessible encouraging independence, appropriate to their age and stages of development. The learning is supported by a wide range of activities and resources.

We allow the children to choose the experiences within each session and encourage their leaning within the areas they are interested in. We encourage the children to play freely both in and outdoors where possible.

We provide a healthy snack and drink, either milk or water. Drinking water is available at any time during the session.

We have short periods of sitting and listening for story time, group singing and circle time.

Our **key-person system** enables us to ensure a planned curriculum tailored to the needs of each individual child, by means of developmentally appropriate play activities and a high level of individual adult input, we offer a curriculum which enables a child to progress and develop. We adhere to the National Standards for Full Day Care as governed by OFSTED. The development and learning within the setting is guided by The Early Years Foundation Stage- EYFS. This will focus on children from birth through to the end of the reception year at school and should support a seamless transition through the stages of development and learning of each individual child. The provision for children's development and learning is guided by The Early Years Foundation Stage (DCFS 2007) which was revised in September 2014. This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. The aim of the EYFS is to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are provided with the knowledge and skills that provide the right foundation for good progress through school and life.

Planning will therefore be based on the Early years Foundation Stage Curriculum, and because we work from the children's interests we use the knowledge about the child and their next steps to focus their learning on a daily basis. We cover the 7 areas of learning, themes and commitments, as well as children's interests, building on what the children already know, observation and assessment.

The overarching Aim of the EYFS is to help young children achieve the *Every Child Matters outcomes of staying safe, enjoying and achieving, making a positive contribution and achieving economic well being.*

The EYFS is broken into 7 areas of learning but works under principles designed to guide the practitioners into providing the best outcomes for children.

Each area has an Early Learning Goal. These set out the skills, understanding, knowledge and attitudes we hope children will reach or exceed by the end of the Early Years Foundation Stage (END of reception year). These goals also aim to make learning a fun and challenging experience towards these goals depending on their age and stage of development.

The four key themes express important principles underpinning effective practice in the care, development and learning of young children, they are,

- A unique child
- Positive relationships
- Enabling environments
- Learning and Developing

Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage these being -

A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by Eastington Playgroup helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development. The Early Years Foundation Stage recognises that there are three different styles of learning and throughout our planning and activities we aim to accommodate each one.

These are known as the Characteristics of Effective Learning -

- Playing and exploring - finding out and exploring, playing with what they know, being will to 'have a go'.
- Active learning - being involved and concentrating, keep trying, enjoying achieving what they set out to do.
- Creating and thinking critically - having their own ideas, making links, choosing ways to do things.

The Areas of Development and Learning comprise:

3 PRIME AREAS

- personal, social and emotional development;
- communication and language
- physical development

4 SPECIFIC AREAS

- Literacy development
- mathematics;
- understanding the world;
- expressive arts and design.

3 PRIME AREAS

Personal, Social and Emotional development

Within a safe nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to play cooperatively and independently and also take part in the life of the group, sharing and developing social skills with other children and adults. Through activities, conversation and practical example they learn acceptable ways to express their own feelings and to have respect for others, All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group and toys and respect to the property.

Communication and language

We look at 3 areas of listening and attention, understanding and speaking.

Listening and attention is supported by sitting for stories, joining in small group work and enjoyment of sounds, songs and rhymes. Children learn to understand more complex sentences, answer simple questions and follow instructions.

Children develop their use of **speech** and develop an understanding of rhyme, participate in rhythmic activities and repeat refrains through favourite books. Children begin to develop a phonic knowledge with support from adult led activities.

Children use **language** to hold a conversation about their needs and wants, develop their ideas and retell past events and talk about their experiences.

Physical

A range of equipment and opportunities both indoors and outdoors allows children to develop confidence and enjoyment in the use of and development of their own body skills through climbing, balancing and moving in a controlled manner and the use of bikes, trikes, ball and coordination games. At the same time, children are helped to develop fine motor skills they will need through activities involving materials, scissors, painting and construction toys and to handle small objects safely and with increasing control and precision. They are also encouraged to develop an awareness of their own bodies and what keeps them safe and healthy.

4 SPECIFIC AREAS

Literacy

Children to have an understanding of rhyme and rhythmic activities and repeated refrains learnt through singing, musical instruments and story books. Children begin to develop a phonic awareness through games, circle time, group activities and one to one.

Mathematics

By means of adult supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities which form the basis for early mathematics. As they use their developing understanding to solve practical problems, children are assisted to hear and use the vocabulary of mathematics, identifying objects by shape, position, size, pattern, volume and number. Songs, games and picture books help children become aware of number sequences and, when they are ready, to use simple mathematical operations such as adding and subtraction. We also recognise the mathematical opportunities of the outdoor environment for children to discover things about shape, distance and measures.

Understanding the World

A safe and stimulating environment allows children opportunities to observe, explore, investigate and experiment with a range of natural and manufactured materials. They learn to recognise differences, patterns, changes and similarities. Children are assisted and supported in exploring and understanding their environment and the wider community.

They learn to respect other people and expect to be respected for themselves and to learn about their culture and cultures of others. A range of safe, age appropriate, well maintained equipment and resources enables children to extend their technological understanding and use simple tools and techniques as appropriate to achieve their intentions and to solve problems.

Expressive Arts and Design

Children are encouraged to use a wide range of resources in order to express their own feelings through imagination and creativity. Creative opportunities including paint, glue, crayons, dough, clay, sand and water as well as natural and recycled resources provide for open ended exploration of skills in painting, drawing and collage. Children join in with and respond to music and stories. There are many opportunities for imaginative play both individually and as part of a group.

For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Key Person and Assessment

We operate a key person system whereby a member of staff will be responsible for working with your child at playgroup. In addition, the key person is in a position to tailor the group's curriculum to the unique needs of each individual child. Your child will be observed during sessions and these observations are then transferred to your child's observation folder. The key person will be aware of their next steps in their learning and they will plan and inform the team to ensure that we are supporting all our children's individual needs. We also have a home diary which parents are asked to contribute to. We encourage parents to use this as a two way form of communication especially if the parent/carer is not the person dropping off or collecting the child. This information is used to support a child's learning and development and also the key person will complete a learning journey for each key child with samples of work, showing any areas of support or extending their learning where necessary. Each half term a small summary is completed by the key person in the learning journey and the file is sent out to parents and other carers to provide a full picture of their child's progress and next steps. Twice a year a summative assessment is completed by the key person which provides a review of all 7 areas of learning. This is shared with the parents/carers and one of these assessments is discussed at a 'parents evening' where we invite all parents to come in for a chat about their child's achievements and any support deemed necessary by either the staff or parents concerns.

All records are kept confidential and only accessible to staff and are shared with respective parents/carers and other professionals with parent/carer permission (see child protection policy for exclusions for permission).

We are your partners in your child's learning and operate an open door policy where you can come and discuss your child's development with their key person.

We also provide parents with regular newsletters and information is also provided on our website and on our notice board about key themes, topics and we ask for parents ideas to contribute to our planning of areas children have a particular interest.

Staff deployment

At all times there will be a minimum of 2 staff in the setting. Our ratios are maintained on a 1:8 for over 3 year olds and 1 : 4 for under 3 years old.

Where free flow is available outside, one member will remain in the outdoor area as long as children are present. (see policy on employment and staffing 2.1 (children must usually be within sight and hearing of staff and always within sight or hearing)

We have regular staff meetings and annual staff appraisals and termly staff supervision meetings.

Playgroup Staff

Mandy Owen

- Playleader
- Level 3 diploma for the children and young people's workforce
- Designated Safeguarding Lead (DSL)

Jenny Winfield Deputy

- Early Years Professional
- Deputy Designated Safeguarding Lead (DSL)

Donna Dalby

- Play assistant
- NVQ level 3

Michelle Papps

- Play assistant
- NVQ level 3
- Administrator

Supply Staff

Gaby Warner

- Emergency cover - Introduction to child's play

Daily Routine

The ethos of our playgroup is about enabling children to learn and develop through play in a safe and secure environment. Play will be open-ended, each child being able to explore in their own way, and come to their own conclusions, achieving their own goal. The layout of the sessions allows children to initiate and put into operation their own plans during free-play, materials and equipment being available for the children to use are easily accessible encouraging independence, appropriate to their age and stages of development. The learning is supported by a wide range of activities and resources.

The routine of the day can be very adaptable to help the staff settle new children and support and extend others. We do start the day with a focused activity for all children together with some free play followed by snack time and then a story/singing together. Then we spend some time playing in key groups for a short period of time and go outside for some fresh air. At midday we have lunch and then we repeat the morning routine again but with different activities/play. We allow the children to choose the experiences within each session and encourage their learning within the areas they are interested in. We encourage the children to play freely both in and outdoors where possible.

Drinking water is available at any time during the session.

Training and recruitment

All staff hold or are working towards relevant childcare qualifications. We are constantly in touch with new thinking in the field of child education and care and attend regular training to keep up to date together with moderation, SENCO and best practice meetings.

All permanent staff will be required to attend, gain and keep up to date core training courses to cover

- Child protection and other aspects linked within safeguarding.
- Health and safety
- Food hygiene
- First aid

Staff have also been police and health checked by Ofsted to ensure they are fit to be in charge of young children. Contingency arrangements are in place to ensure a level 3 qualified person is available to offer cover should the play leader be absent due to training, sickness or other unforeseen circumstances. This is usually another member of permanent staff (all of whom have level 3 status).

Snacks

The setting makes snacks and meals a social time at which children and adults eat together. We ensure that the snack provided for the children is healthy and nutritious, usually containing a carbohydrate and a selection of fruit. Do tell us about your child's dietary needs and we will make sure that these are met. We operate a voluntary snack donation scheme whereby parents are asked to contribute snack for one day per half term (there is a rota in the hall should you wish to participate with this).

Policies

A full booklet of the setting's policies and procedures is available for you to see at the setting. We also have the following policies on our web site www.eastingtonplaygroup.wordpress.com for - an uncollected child, fire safety, ICT policy, missing child, valuing diversity and promoting equality.

The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Please see our policy for safeguarding.

Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Special needs

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001). See policy equal opportunities and diversity page

Our Special Educational Needs Co-ordinator is Jen Winfield

Managing Behaviour

All staff are responsible to manage the behaviour of the children. Eastington Playgroup's policy on Unacceptable Behaviour is taken from the guidelines issued by Social Services which states: 'Physical punishment will not be used nor will any practice likely to frighten or unnecessarily humiliate a child'. If we have any concerns with regards to a child's behaviour which needs support we will talk to the parents to draw up a plan to support home and playgroup equally.

The management of our setting

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting. The committee is responsible for:

- managing the setting's finances;
- employing and managing the staff;
- making sure that the setting has, and works to, policies that help it to provide a high quality service; and
- making sure that the setting works in partnership with the children's parents.

The Annual General Meeting is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. The setting has a policy about helping children to settle into the setting: a copy is enclosed in this prospectus or is available from the Play-Leader.

Clothing

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this. We also have uniform that you can purchase from us - it is not compulsory but does help give children a 'sense of belonging'.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.

Getting messy is fun!

What do you think of messy play? A valuable learning experience or just a mess?!

Why messy play?

As children grow and develop, they need to be given the opportunity to explore and play in a safe way that allows them to satisfy their natural curiosity about the world around them. They can respond and express their ideas in many different ways.

Children need to feel secure enough to have a go. Not all children will enjoy all messy activities, but, by giving them the opportunity, time and gentle reassurance that they need they will begin to develop the self-confidence to try.

Messy play with a caring adult there for support and guidance enables children to explore new materials and then express their thoughts and feelings. It encourages the use of descriptive language.

Messy play is about enjoying the experience, not worrying about the end product. The skills, confidence and connections that children make through these activities will help their development in other areas.

Having fun getting messy doesn't have to mean making a big mess - cleaning up afterwards can be part of the fun.

Messy play enables adults to support and encourage discovery. Nobody is judging them there is no right or wrong way, it is an opportunity to explore new sensations, experiences and have fun.

Messy play links to the Early Years Foundation Stage Curriculum, supporting play and exploration, active learning, creativity and critical thinking.

For more information on learning with the EYFS speak to your child's key-person.

Help your child to learn

At home

It's great for your child's learning and development if you can:

- Spend lots of time talking with your child
- Read plenty of books together
- Let your child see you reading as well
- Sing songs and tell nursery rhymes
- Do a range of different activities, both indoors and out: cooking, digging, walking, sports, going on trips and so on
- Play games together
- Use positive praise to encourage good behaviour
- Help your child learn independent skills, such as getting dressed and using the toilet
- Let us know when your child takes a leap in his or her learning, or does something new
- Ask us for help and support whenever you need it

At our setting

You can help us do the very best for your child by:

- When you arrive, helping your child to register with his or her name
- Guiding your child to choose a reading book to take home and share
- Sending your child to sessions in appropriate clothing
- Sending in a spare set of clothes if your child is toilet training
- Bringing in wellies and a coat on wet days or cold days
- Doing your best to get your child to sessions on time
- Letting us know if your child will be absent from a session
- Becoming a regular parent helper in sessions
- Sharing a talent you have with our children - playing the guitar, teaching some phrases in a different language, planting seeds - whatever you do best
- Getting involved in our fund raising activities
- Coming along to fairs and other events that we hold during the year
- Joining our committee and helping us run the setting

The documents on the following pages are required to register your child with us.

OFSTED Registration No. 101782
Registered Charity No. 1084981



Starting Playgroup

Information for parents

You have requested that a prospectus be sent to you, if you are interested in sending your child to Eastington Playgroup, please complete and return the following to Eastington Playgroup, Owen Harris Memorial Ground, Snakey Lane, Eastington, GL10 3AQ

1. Registration form & £10 cheque to cover administration fees (subject to the terms and conditions of Gloucestershire County Council Nursery voucher scheme)
2. Confidentiality statement,
3. Non payment of fees policy
4. 'My Profile' home to pre-school information
5. Base line assessment form/questionnaire.
6. Registration form,
7. The role of the Key Person and settling in policy
8. Achieving Positive Behaviour policy.
9. Uniform order form.
10. Safeguarding Policy extract - (for your information only)

Upon receipt I will contact you confirming start date and sessions that your child will be able to attend

This section has the documentation required to register your child -



Name of child _____ Date of birth _____
Known as _____ Gender - MALE/FEMALE
Name and address of parent(s) whom the child lives with

Home telephone number _____ Email address _____
Mobile telephone number Parent 1 _____ Parent 2 _____
Name and address of parent with whom the child does not live (if applicable)

Which parent/s have parental responsibility

Which parent/s have legal access to the child?

Parent 1 Work/daytime contact number _____

Occupation/place of work _____

Parent 2 - Work/daytime contact number _____

Occupation/place of work _____

Persons authorised to collect the child (must be over 16 years of age)

Name _____ - Relationship to child _____

Telephone number _____

Password for authorisation to collect your child _____

Personal details of child

Any health problems/allergies _____

(Please speak to your child's allocated key worker for medical administration forms if required)

Special dietary requirements _____

Ethnic origin and religion _____

Does your child have any special needs or disabilities Yes/No

Details

Name, address and telephone of health visitor _____

Name, address and telephone of doctor _____

Do we have your consent that if required, your child will be taken by staff to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary, on the understanding that I/we have been informed and are on our way to the hospital. **Yes/No**

Do we have your consent to give calpol to your child in an emergency **Yes/No**

Have we your consent for outings/walks etc. outside the playgroup: **Yes/No**

Have we consent to apply sun cream : **Yes/No**

Have we your consent to take photos of your child and display them within the setting/website/publicity/other children's learning journeys: **Yes/No**

Do we have your consent to take your child's learning journey home to update and plan for your their interests? **YES/NO**

Do you give consent for your child to use the internet for topic related programmes that are supervised by staff at all times? **Yes/No**

Do you give your consent for the staff of Eastington Playgroup to physically restrain your child to prevent them from harming themselves or other children. Staff will only do this when necessary and will inform you on the day when this happens - this consent is part of the new Early Years Foundation Stage Framework and in accordance with our updated behaviour policy. **Yes/No**

I also give Eastington Playgroup permission to liaise with other professionals of my child in respect of their development within the Early Years Foundation Stage in respect of their development within the Early Years Foundation Stage. **Yes/No**

I would like to become a member of the committee. **YES/NO**

Are you able to help i.e. do a 'duty' **Yes/No**

Which days do you want your child to attend-

Monday am/lunch/Monday pm
Tuesday am/lunch/Tuesday pm
Wednesday am/lunch/Wednesday
Thursday am/lunch/Thursday pm

ALL SESSIONS ARE OPEN SUBJECT TO DEMAND AND WILL BE REVIEWED ON A TERMLY BASIS.

If you require support with completing this form please ask a member of staff.

I understand that if my fees are not settled within the term, that they are due, that my child will be excluded from Playgroup if no pre-arrangement has been made.

I have viewed the playgroup policies in particular the sharing information and fees policy and agree to abide by them.

Signed by Parent 1 _____ Dated _____

Signed by Parent 2 _____ Dated _____

In order to cover the costs of **administration fees** - we request you forward a cheque payable to Eastington Playgroup for £10 in order to secure a place for your child, subject to the terms and conditions of Gloucestershire County Council Nursery Voucher scheme.

Please provide a copy of your child's birth certificate as evidence for claiming nursery vouchers

We reserve the right to refuse any child or any person at any time. Any queries please speak to a member of staff 07977 342 742.

Please return form to Eastington Playgroup, Eastington Community Centre, Owen Harris Memorial Ground, Snakey Lane, Eastington, Stonehouse, Glos GL10 3AQ

BASE LINE ASSESSMENT FOR NEW CHILDREN STARTING PLAYGROUP

Child's name

Date of birth

Date completed

by whom

	Parent comments	Playgroup
Is your child happy to separate from you when left?		
Is your child able to manage their own personal hygiene? What support does your child need from Playgroup?		
Does your child attend any other settings/carers? Who?		
Does your child show a preference with regards to a dominant hand when using crayons and pens?		
Does your child enjoy playing inside, outside or both?		
Does your child mind getting messy?		
What is your child clever at?		
Can your child put on any clothing?		
What is your child interested in playing with?		
Is there anything that you feel your child needs help or support with?		
Does your child enjoy looking at pictures in books and having stories read to him/her? What are your favourite books?		
Can your child count? What number can they reach?		
What colours does your child know if any?		
Do you have any concerns with regards to your child's development ie language delay, sharing?		

By completing this form it helps us to understand what stage of development and understanding your child has when they start with us – this will help your key person support your child with their next steps and getting to know them better.

Thank you –

If you have any further information that you would like to tell us please

For your information only

Safeguarding children (Extract from regarding data protection)

1.2 Safeguarding children and child protection

(Including managing allegations of abuse against a member of staff)



Policy statement

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 has been updated to reflect the latest publications: [Keeping Children Safe in Education 2015 \(KCSIE 2015\)](#), [Working Together to Safeguard Children 2015](#), [Gloucester Safeguarding Children Board \(GSCB\)](#)

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

Responding to suspicions of abuse and Resolving Professional differences.

We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect. Any member of staff who by virtue of a child's behaviour or appearance becomes suspicious of abuse, or is told that abuse has taken place, will immediately inform the designated person within the setting. **All staff are aware that any member of staff can make a referral.**

When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play. If a child begins to talk about an abusive incident, s/he should be allowed to speak, and be listened to carefully. Time should be taken to gain an understanding of what the child is trying to say. **No promise of confidentiality will be made.**

- We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse and Female Genital Mutilation that may affect or may have affected children and young people using our provision.
- 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 maybe 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.

- 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 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, 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.
- ***Where we believe a child in our care or known to us may be affected by any of these factors we follow the procedures outlined in the KCSIE 2015 and GSCB detailed below.***
- Where such evidence is apparent, The DSL will be informed immediately and a detailed written account of the concern / disclosure will be made.
- The DSL will refer concerns to the [Children's help Desk Tel: 01452 426 565](tel:01452426565) and co-operate fully in any subsequent investigation.
- Where the DSL feels that the social care team did not address their concerns for the child they will use the '[Resolution of professional difficulties' \(escalation policy\)](#) as advised by the GCSB. The DSL will gain advice about procedural issues by contacting the [Safeguarding Children Service on 01452 58 3626](tel:01452583626)
- For out of hours social work advice the DSL will contact the [Emergency Duty Team on 01452 614 194](tel:01452614194)

Informing parents

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events unless we feel this may put the child in greater danger.
- We inform parents where 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, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.
- This will usually be the case where the parent is the likely abuser. In these cases the social workers will inform parents.

Allegations against staff and Whistle blowing procedures

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We follow the guidance of the GSCB when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- 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.

The DSL will immediately contact the [Local Authority Designated Officer for Allegations \(LADO\) on 01452 426994](tel:01452426994) for an Initial Discussion. It is not the responsibility of the DSL to oversee the Allegations Management process.

- We also report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.

- If necessary, the DSL together with the Local Authority Designated Officer, Social Worker representatives of the Safeguarding Children Service, HR and Police will then convene a multi-agency Allegations Management Meeting urgently to plan any further appropriate action. The setting should not carry out an investigation until this meeting has taken place in case the allegation meets the criminal threshold.
- If a member of staff receiving a complaint against the Senior Play Leader who is the designated person, they will report it immediately to the Committee chair who will in turn immediately contact the [Local Authority Designated officer for Allegations \(LADO\) on 01452 426994](#).
- Where the management committee and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member of staff on full pay, or the volunteer, 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.
- 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 GSCB.
- Staff and volunteers are asked to raise concerns about poor or unsafe practice and potential failures in the safeguarding regime to the DSL.
- Where a staff member feels unable to raise the issue with the DSL or feels that their genuine concerns are not being addressed other whistleblowing channels are open to them. They are advised to contact the Committee Chair immediately. If they are not satisfied with the Chair's actions they may contact the Head of the local Primary School.

Confidentiality Statement

What is Confidentiality?

Confidential information is information, which is spoken or written in confidence, i.e. entrusted with a secret>

How will confidentiality affect me as a duty parent?

As a duty parent, from time to time, a child may chose to share some information with you, or you may be on duty when an incident occurs, that is of confidential matter. If this is the case, the play leader on duty is available to discuss any issues/implications with you. You would be expected to not repeat this information to anyone at a future date>

How will confidentiality affect me as a committee member?

As a committee member, (all parents become one when their child joins playgroup) you may be informed of /aware of information regarding a child or parent, which is not to be shared outside the committee meeting. There is also a possibility that as part of a role you complete within the committee, information is share with you that is not to be passed on to others. When agreeing to be a member of Eastington Playgroup committee, you are accepting a role of responsibility, and one, which expects a responsible manner from yourself in return.

I have read and understand the statements written above regarding confidentiality. I agree to at all times, respect an individuals right to confidentiality, in the same manner that I expect my right to confidentiality to be respected. If at any time, an incident occurs, or I am uncertain regarding my role/responsibility in a playgroup matter, I will discuss this with the play leader or chairperson.

Signed:

Date:

Name

Policy and Procedure for the Payment and Collection of Fees – Eastington Playgroup

Policy Statement2

This Policy details the fees charged and procedures for payment and collection

Procedures

Eastington playgroup runs for 38 weeks each year over three terms. As children usually join playgroup before they are three years old, fees are usually payable for at least one full term.

Fees are payable on a half termly basis (about 6 weeks) and each school year consists of 6 half terms. Parents are notified of the required fees towards the end of the half term and are payable in advance before the start of the forthcoming term. This invoice must be settled immediately and before the end of the invoicing term. Failing this will mean that your child's place will be withdrawn unless extenuating circumstances. If fees are overdue playgroup reserve the right to charge an additional 10% on the total outstanding amount due if an arrangement has not been made with the playleader/administration clerk.

We review fees annually and we require a half term (6 weeks) notice of withdrawal from playgroup, in writing to the Administration Officer/Playleader. If notice is not given we reserve the right to charge fees for a minimum of 4 weeks. Fees are payable whether your child attends or not, through illness or holiday. If you find yourself in financial difficulty please talk in confidence to our Administration officer. If holiday is taken when a child receives Nursery Voucher funding then 2 weeks can be taken as holiday during an academic year, however if more time is taken as holiday then Playgroup reserve the right to charge our hourly fee to enable us to keep the child's place open and available to them on return from holiday.

We are in receipt of the Early Years Free Entitlement funding for three and four year olds. Children become eligible for Early Years Free Entitlement the term after their third birthday and this provides for up to 5 sessions a week of hours each, for 38 weeks of the year. You will be required to complete a form each term and funding can only be claimed for those sessions your child attends on a regular basis. You are entitled to use your funding at any registered setting, should your child attend more than the 15 hours a week you will be invoiced towards the end of the term with the shortfall.

As your early education provider we claim funding from the Local Authority on your behalf. We will provide you with more information prior to your child becoming eligible. Funding is available for children of 2 years old providing the family is eligible (please ask for details).

We are also registered to accept Accor and Busy Bees (ComputerShare) and other types of employer supported childcare vouchers – please contact the Playleader for more details.

Please note that if you are late collecting your child from Playgroup we reserve the right to charge £10 for the first ¼ hour and £5 for each consecutive ¼ hr thereafter.

Where funding is not received, then fees apply. The current level of fees per hour is £4.00

In the event of an unforeseen closure and Playgroup has to close fees will not be reimbursed or any alternative sessions offered. However if Playgroup is closed for a prolonged period of time, the committee has the discretion to adjust fees if they feel this is necessary.

Any complaints regarding this policy should be dealt with via the current complaints procedure.

Policy adopted at the meeting of Eastington Playgroup

Child care practice



4.4 The role of the key person and settling-in

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

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

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

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Procedures

- We allocate a key person before the child starts.
- The playleader along with the key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and leaning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- All staff act as a back-up key person so the child and the parents have a key contact in the absence of the child's key person as the playgroup is a small organisation.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.

- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left or in some circumstances to amend or reduce sessions if a child is struggling to settle with regard to behaviour or separation in order that the welfare of the other children within the setting is not compromised.
- Within the first four to six weeks of starting we discuss and work with the child's parents to start to create their child's record of achievement.



Charity number 1084981

OFSTED Registration No. 101782

1.17 Achieving Positive Behaviour

“Children’s behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.”

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

All staff are responsible for the management of children's behaviour.

- Plenty of praise and encouragement will be offered to reinforce positive desirable behaviour.
- The routine and expectations of the Playgroup will be clearly defined and reinforced.
- Children are made aware of behaviour expectations through circle time, books etc. and we use language appropriate to the child's stage and age.
- **Our disputes will be resolved using the High Scope six steps conflict resolution'**

We will use the 6 steps of high scope- directing children, early intervention, anticipation, distraction and diffusion of situations are all ways that will be used to avoid an escalation.

- Approach the child calmly and stop any hurtful actions – get down to the child's level. Use a calm voice and gentle touch. Remain neutral, do not take sides.
- Acknowledging feelings- use simple statements like 'you look really upset'. If an object is involved, let children know that you need to hold it.
- Gather information – ask 'What is the problem?' Try not to use 'why?' since young children focus on what the problem is rather than understanding the reasons behind it.
- Re-state the problem – 'so the problem is.....' Take the opportunity to use and extend children's vocabulary. If hurtful or judgemental words have been used then substitute them with neutral ones.
- Ask the children for solution – 'What can we do to solve this problem@' Offer options if the children cannot do this for themselves but try to get them to do it on the own.
- Be prepared to give follow up support – Acknowledging children's accomplishments, 'Well done you have solved the problem?'
Stay nearby in case anyone is not happy with the solution.

Sometimes there is not time to reason. Children need to recognise an adult's authority and respond to *no* if the child, staff member or other endangers themselves or others.

If a child is very upset or cannot stop the unwanted action then they may be asked to leave the activity or be re-directed to another activity.

- The behaviour and the reasons of unacceptable behaviour will be clearly explained to the children at the time of incident.
- A child will never be made to feel embarrassed, frightened or inadequate as a form of punishment.

- The Use of Physical restraint or exclusion

- Children will never be subject to, or threatened with, physical punishment or physical restraint when at Playgroup unless it is to prevent personal injury to the child, other children or an adult.
- Where physical intervention is used to manage a child's behaviour it will be recorded and parents informed.
- Parents will be kept informed of children's behaviour, acceptable and unacceptable.
- Where verbal sanctions are not working the child will be encouraged to move to another area/ activity. If this fails the child will be accompanied to a quiet area and will be talked to about their behaviour and encouraged to rejoin the group.
- If serious behavioural problems persist, further discussion with the parents will be held. Advice will be sought from the Early Years Team
- Discussion and planned actions will be kept confidential.
- The staff are responsible for keeping a physical intervention record, noting where a child has to be physically removed from a situation, where there is a danger to that child or others.
- Individual behaviour plans will be drawn up by the key person in discussion with other members of staff and the parents of the child.

Standards of Behaviour

For the well-being of all children, certain standards of behaviour must be maintained and children are taught which actions are unacceptable. Some examples are:

Behaviour we work towards

- Being kind to others
- Helping others
- Saying "please" "and thank you"
- Learning boundaries
- Taking turns
- Table manners (sitting nicely, eating nicely)
- Sitting quietly in groups when needed
- Listening to others

PROMOTE POSTIVE BEHAVIOUR

' BE KIND TO EACH OTHER AND LOOK AFTER OUR WORLD' ref diversity

Unacceptable behaviour at Playgroup

- Intentionally hurting others by means of kicking, hitting, throwing, biting, and hurting feelings
- Running at inappropriate times
- Being destructive to others' work or games
- Rudeness
- Mistreating equipment, books, toys etc.
- Bullying

All staff have the responsibility to manage behaviour in the group and must liaise with each other on a regular basis addressing problems when they arise and also at staff meetings and put into place an Individual Behaviour Plan (IBP) if the behaviour is deemed necessary to support the child.

Adults' Behaviour

Children are affected by the behaviour of the adults around them and therefore all adults that attend Eastington Playgroup are expected to display good behaviour as set out in this policy at all times. Key principles for all adults in the setting:

- Understand and follow all policies and procedures
- Be professional
- Listen
- Empathise
- Communicate
- Trust each other
- Take responsibility
- Be sensitive
- Have patience
- Have respect
- Develop interpersonal skills
- Be self-aware
- Remember you are part of a team

Eastington Playgroup will not accept in the building or any of the grounds, any:

- Form of aggression or threatening behaviour
- Violence aimed at any child (including siblings), including punishing any child by slapping, smacking or shaking them
- Verbal abuse including criticism, shouting, crudity, gossip or discrimination
- Drunkenness or any behaviour affected by alcohol or drugs
- Smoking
- Form of discrimination including by race, religion, gender, culture, means, language or ability
- The use of foul language.

Anti-Bullying Policy

Eastington Playgroup aims to prevent any form of bullying through creating a positive atmosphere where children care for each other.

This achieved by:

- A strong emphasis on personal, social and emotional development.
- Maintaining a high adult to child ratio.
- Encouraging and supporting the children to talk about how they feel when resolving confrontations.

If in spite of these measures, bullying does occur, it will be dealt with at the time, or as soon as possible. The children involved will be talked to and the behaviour and the reasons why it is unacceptable will be explained, with emphasis on the feelings of both children, encouraging them to develop empathy for each other. The situation will be monitored by the Playgroup staff, who will keep the parents informed.

If a serious problem persists, the parents will be invited to attend further discussions to be held with the staff and SENCO. Help and advice may be sought from the Early Years Consultant.

Discrimination on any grounds including race, religion, gender, culture, language or ability are all unacceptable.

Where the behaviour becomes problematic we have the right to manage the behaviour more effectively. Should the behaviour become unmanageable in extreme cases we reserve the right to exclude this child from the setting.

LEGAL FRAMEWORK CROSS REFERENCING

- Refer to policy SAFEGUARDING CHILDREN AND CHILD PROTECTION 1.2

Policy revised July 2014,

March 2015