

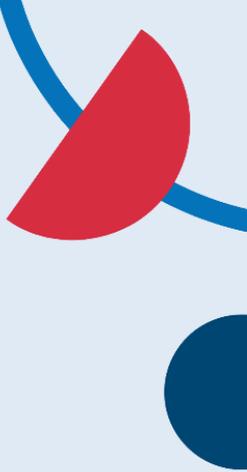
# Children, Young People & Families Handbook

Last Updated: November 27th, 2025





<b>Contents</b>	<b>Page</b>
Absconding Policy	3
Absence and Club Cancellation Policy	8
Administering medications policy	9
Admissions Policy	11
Anti Bullying Policy	12
Behaviour and anti-bullying policy	17
Booking Policy	27
Child collection policy	28
Child on Child Abuse Policy	31
Child Protection Policy	40
Complaints Policy	48
Fire Safety Policy	52
Health and Safety General Policy Statement	54
Healthy eating policy	56
Key Person Policy	60
Maintaining Children Safety Policy	62
Major Incident Procedure	66
Managing Sickness and Allergies Policy	69
Missing Child Policy	78
Nut-free policy	79
Open Access Statement	80
Play policy	82
Privacy Policy	84
Safer recruitment	85
Smart Devices Policy	89
Sun Safety Policy	93
Suspensions and Exclusion Policy	94
Testlands Safeguarding Policy	96



## Employee Handbook Issues And Updates

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Date	Name

## Absconding Policy

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This is the policy for Testlands which sets out the actions taken if a child absconds from our provision. It is set within the context of the whole provision aims and mission statement:

Dedicated to making a difference to our children, young people and families

### Purpose of the policy

The purpose of this non-statutory policy is to set out clearly for all stakeholders, the process that will take place should a child abscond from our provision. Aim In Testlands' we actively work to provide a secure, safe environment, a provision where children want to come to enjoy learning with others as part of a caring community.



We recognise that it is highly unlikely that a child will try to abscond from our provision but this policy is written to ensure we are ready to deal with this eventuality should it occur. If a child has SEND needs and absconding is likely then they should have a risk assessment.

Definition To abscond is to 'leave without permission'. Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, provisions and other education settings owe a duty of care towards their children. This duty of care requires that all reasonable steps are taken to ensure that children are safe and remain within the care of the provision at all times throughout the provision day and during provision led activities.

Where a child, present at registration, is found to be absent from provision without authorisation the following procedures should be followed:

- Member of staff to inform the Senior Leader or member of lead, and main office.
- Senior Leader or member of lead to organise a search of buildings and known places that the child may have gone to in the provision environment.
- If the child is not found, then all available staff complete a more thorough sweep of the provision and check the perimeter of the grounds.
- Provision office to phone the police when area has been fully checked if the child is not found
- Provision office to contact parents/carers and inform them of the situation.

Consideration will be given to whether the search should be extended beyond the provision perimeter. This decision will be based on staff's knowledge of the child and on the levels of risk, and on what action is in the child's best interests.



- Any staff who leave provision grounds to take mobile phones to contact provision.
- Once a child has been found then the SL will use their professional judgment to outline the response towards the child and the support the child will need in the future.
- A written report will be filed on the incident and added to Incidents Reporting Log (BrigSLSafe).
- Leader to brief police and parents.

Where a child attempts or is seen to be leaving the provision premises without authorisation the following procedures should be followed:

- Member of staff to inform Senior Leader/lead on the day and main office.
- Staff must follow the child to the provision fence or gate and must try to persuade the child to stay in the provision.
- If by leaving the provision the child is known to be putting themselves in danger, adults must exercise their duty of care and stop the child, physically if necessary.
- As active pursuit may encourage a child to leave the site and may also cause the child to panic; possibly putting him or herself at risk by running onto a busy road, staff will not chase but will try to keep a child in sigSL at a distance.
- The lead lead will contact the child's parents/carers
- If the child has left the immediate vicinity of the provision grounds and is no longer visible then the Police must be informed.
- If the child returns of their own volition, parents/carers and the police will be informed as soon as possible.



- Upon his or her return to provision, and when the child is calm, the child must be seen by the SL/Lead on site so that the reasons for absconding may be discussed in detail. At this point a decision will be made as to the appropriateness of further actions
- A meeting with parents/carers will be arranged.
- A written report will be filed on the incident and recorded on Incidents Reporting Log (BrightSafe).

## Monitoring and Evaluation

Each incident will be monitored and evaluated. Risk management plans for any children believed to pose a risk of absconding will be created by provision with the support of staff and parents/carers.

## Parents and Carers

Parents and carers of children are responsible for supporting the work of the provision and encouraging their children to keep to all provision procedures and policies. Once provision has informed the parents that their child has absconded, parents and carers are responsible for actively supporting the provision with subsequent procedures and actions. This could include coming into provision to help secure the safety of their child as well as meeting with a Senior Leader in order to agree to subsequent actions. Risk management plans will be shared and signed by parents/carers.

## Appendix A

Report should include:



- Absconding child
- Incident Report
- Name of child:
- Date:
- An outline of the incident (Please include time of day, staff involved and how the issue was resolved.)
- What triggers led to this incident occurring?
- What action will be taken to support the child to feel happy and safe in provision?
- Signed by Senior Leader/ lead:
- Signed by Parent:

## Appendix B

### Parental Agreement (To be completed by the parent or carer)

- I have read the record of the absconding incident (Appendix A).
- I wish to make the following comments relating to the incident (optional):
- I understand that it is always unacceptable for my child to leave the provision site without permission and a repeated action of this nature migSL result in the provision following exclusion procedures.



- I understand that the following actions have been agreed in order to help my child be happy and safe in provision. I know my child needs to keep to the provision rules and not leave the provision grounds without permission. I understand that there are agreed actions for all parties involved.
- For my part, I will support this agreement by encouraging my child to comply.
- Parent Signed: \_\_\_\_\_ (Parent)

## Absence and Club Cancellation Policy

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### Child Absence

In the case that your child is absent from the club, you must phone us (email if there is no answer) no later than 08:00 on the day of absence.

Contact details;

Email: [contactus@testlands.com](mailto:contactus@testlands.com)

Phone: 02382 026700

We do not offer refunds due to absence.

### Club Cancellation Policy and Procedure

It is not Testlands policy to issue cash refunds for any cancellations due to absence or otherwise. If a credit note is issued (see below), the credit note will only be valid for a period of 12 months from the date of issue.



## Club Cancellations Procedure

(including child sickness and Testlands having to cancel the club): We require at least 3 full days notice of cancellation before the day your child is due to attend to issue a 100% credit note. Unless the cancellation is due to illness in which case, you can inform us the morning of.

In the extreme circumstance that Testlands have to cancel a holiday club, we will inform you no later than 19:00 the evening before the day in question.

## Administering medications policy

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Wherever possible, children who are prescribed medication should receive their doses at home. Staff will not administer medication to a child unless it is prescribed by a GP, dentist, nurse or pharmacist, and enclosed in the original packaging with the child's name and prescription details attached. Staff will not administer medication unless the request to do so is from the child's parent or carer and is given in writing at the start of a session, stating frequency and dosage. Parents/carers can make such a request in writing to our Senior Leader. Non-prescription medication can be administered, but only with the prior written consent of the parent/carer to our Senior Leader. Children will never be given medicines containing aspirin unless it is prescribed by a doctor.

Staff have the right to decline such a request from a parent/carer if they are in any way uncomfortable with this. Testlands is likely to decline a request from parents/carers to administer medication where this involves technical knowledge or training.

Medication will never be given without the prior written request of the parent/carer and a written and signed instruction from the child's GP, dentist, or nurse if appropriate, including



frequency, dosage, any potential side effects and any other pertinent information.

## Procedure for administering medication

All medicines will be stored strictly in accordance with product instructions and will either be kept in a secure place out of reach of the children or in the fridge out of reach of the children.

A member of staff will be assigned to administer medication for each individual child concerned.

They will also be responsible for ensuring that:

- prior consent is arranged.
- all necessary details are recorded.
- that the medication is properly packaged, labeled and safely stored during the session.
- another member of staff acts as a witness to ensure that the correct dosage is given.
- parents/carers sign the medication record form to acknowledge that the medication has been given.

If for any reason a child refuses to take their medication, staff will not attempt to force them to do so against their wishes. If such a situation occurs, the senior leader and the child's parent/carer will be notified, and the incident will be recorded on the accidents and incidents online form.

If there is any change in the type of medication – whether regarding dosage or other changes to the information given on the administering medication form – a new form must be completed.



Full details of all medication administered at Testlands, along with all administering medication forms, will be recorded and stored in the medication record folder.

## Admissions Policy

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Testlands Holiday Club will be open to children aged from 6 to 13 years old, providing the children are self-sufficient, as we have no nappy changing facilities.

Children will be welcomed from all social, cultural and religious backgrounds.

Admission of children with additional needs will need to be assessed on an individual basis after consultation with the parents and staff to ensure that all needs can be met within ratios of adults to children. Children will be admitted provided the Senior Leader is confident that the club can meet their needs without jeopardizing the service in accordance with the Disability Discrimination Act. A child requiring further support may be admitted if a parent/carer can provide a key worker to work with the team and provide appropriate care whilst the child attends the holiday club. Every effort will be made to accommodate children with additional needs.

## Educational Health Care Plan (EHCP)

Any child upon booking who has an EHCP will not be allowed to attend Testlands Holiday Club until confirmation from the Senior Leader has been given. This is for the safety and welfare of all children on site. We will examine each EHCP with care and discuss with parents if needed. Subject to the individual, we may ask for a copy of your EHCP or ask you to fill out one of our



own.

## Individual Health Care Plan (IHCP)

Any child who has an IHP will not be allowed to attend Testlands Holiday Club without confirmation from the Senior Leader. Subject to the individual, we may ask for a copy of your IHP or ask you to fill out one of our own.

## Anti Bullying Policy

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### Statement of Intent

We are committed to providing a caring, friendly and safe environment for all the children in our care so that they can play and learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our setting. If bullying does occur, all children should be able to and know that any incident will be dealt with promptly and effectively. We are a telling club. This means that anyone who knows that bullying is happening is expected to tell a member of our team.

### What is bullying

Bullying can be the use of aggression with the intention of hurting another person. Bullying can result in pain and distress to the victim.

Bullying can be:



- Emotional – being unfriendly, excluding, tormenting (e.g. hiding possessions or threatening gestures).
- Physical – any use of violence towards another.
- Sexual – unwanted physical contact or sexually abusive comments.
- Discrimination of any kind.
- Verbal – name-calling, spreading rumours, teasing.
- Cyber – all areas of the internet, such as emails & internet chat rooms misuse. Mobile phone text messaging & calls. Misuse of camera phones & video facilities.

## Why is it important to respond to bullying?

Bullying HURTS. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who bully others need to learn different ways of behaving. The club has a responsibility to respond promptly and effectively to issues of bullying.

## Policy Objectives

All staff, children and parents should have an understanding of what bullying is.

All staff involved in the care of children should know what the club policy is on bullying, and follow it when bullying is reported.

All children and parents should know what the policy is on bullying and what they should do if bullying occurs.

Testlands takes bullying seriously. Children and parents should be assured that they will be



supported when bullying is reported.

Bullying of any kind, will not be tolerated.

## Signs and Symptoms

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child;

- is frightened of walking to or from the Club
- changes their usual routine
- does not want to come to the Club
- attendance becomes erratic
- becomes withdrawn, anxious or lacking in confidence
- starts stuttering
- attempts or threatens to self-harm or run away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work or in the Club
- has possessions which are damaged or go 'missing'
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- is bullying other children or siblings



- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## Procedures

Report bullying incidents to staff who should record in the incident log.

In cases of serious bullying, the incidents will be recorded by staff and discussed with the Senior Leader/Site leader.

In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem.

If necessary and appropriate then the police will be consulted.

An attempt will be made to help the bully (bullies) change their behaviour.

## Outcomes

The bully or bullies may be asked to genuinely apologise. Other consequences may take place. In serious cases, suspension or even exclusion will be considered.

After the incident / incidents have been investigated and dealt with, each case will be



monitored to ensure repeated bullying does not take place.

## Prevention

We will use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include;

- Writing a set of club rules
- Writing stories, poems or drawing pictures about bullying
- Reading stories about bullying or having them read to children individually and in groups
- Making up role play
- Having discussions about bullying and why it matters
- Encouraging values such as respect
- Model fair and respectful behaviour and leadership.
- Challenge all forms of prejudice and promote equality.
- Discourage children and young people from colluding with bullying.
- Help children and young people to develop positive relationships and choose not to bully or discriminate.
- is recorded anonymously such as "Child A said this and Child B did this".



## Behaviour and anti-bullying policy

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### (Including guidance on Physical Intervention)

Testlands view behaviour as a form of communication.

Behaviour is a sign that someone may not have the skills to tell you what they need.

Sometimes, people might not know what they need and poor behaviour is their way of saying that they need help to communicate.

The best interests of the child must be a top priority in all actions concerning children. This policy is a statement of the aims, principles and strategies for positive behaviour management.

We recognise all the protected characteristics of the Equality Act 2010 and commit to respect them. We aim to prevent all forms of discrimination, harassment and victimisation related to the protected characteristics for all members of the community. We avoid using physical intervention whenever possible. We always follow the DfE Guidance: Use of reasonable force.

Bullying of any kind is unacceptable at Testlands.

## Contents

### Aims

1. Reflection system
2. Emotion Coaching
3. Rewards



#### 4. Boundaries

## Use of Physical Intervention

When to intervene with reasonable force? What is a reasonable force? Is Physical Intervention necessary?

1. To promote self-discipline and ensure good social and learning behaviour. 2. To allow time to reflect and understand the emotions caused by their actions. 3. To create a community where everyone treats each other with respect. 4. To establish guidelines for excellent behaviour and ensure everybody follows them. 5. That everyone understands that bullying is not acceptable and what they should do if it occurs.

Children attending provision run by Testlands have rights under the UN Convention on the Rights of the Child. Layout 1 ([unicef.org.uk](http://unicef.org.uk))

A system of rewards and reflective practices is used to fulfil the aims of this policy:

Positive behaviours that may result in praise and rewards include:

- Kindness and consideration.
- Good friendship skills
- Positive learning behaviours such as resilience, perseverance, curiosity, independence, reflection and teamwork.

Unacceptable behaviour incidents are defined as:



- Repeated breaches of the rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, such as: Knives or weapons, Alcohol, Illegal drugs, Stolen items, tobacco and cigarette papers, Fireworks, Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to, the property of, any person (including the pupil).

Systems used to support positive behaviour:



- Children will receive tangible for consistently positive behaviour within our provisions
- Specific verbal praise - directed at positive learning and social behaviour
- Positive comments directed to children (positive reinforcement)
- Positive notes home
- Phone calls home
- Achievements celebrated via social media

We have the following 'Reflection' system in place when required

Stage 1- Reflection time - Relevant time in a safe space to reflect on behaviour/choices

Stage 2- Second reflection - Relevant time in a safe space to reflect on behaviour/choices

- After each reflection time a Testlands member of staff will work with the child/young person to reflect on their behaviour/choices and agree on positive actions moving forward

Stage 3- Final reflection time- Relevant time in a safe space to reflect on behaviour/choices whilst a phone call home is made to request the child/young person is collected. A Testlands member of staff will work with the child/young person to reflect on their behaviour/choices and agree on positive actions moving forward on their return to any Testlands provision.

At no stage do we suggest that the child is not welcome back, we would rather discuss



how/what we can do to make it more successful next time.

Each reflection with a child/young person will follow this restorative approach:

1. What happened?
2. What were you thinking? What are you thinking now?
3. How were you feeling? How are you feeling now?
4. Who has been affected? How were they affected?
5. How might the other person be feeling now?
6. What needs to happen to put things right?

We foster a restorative learning environment that allows everyone to share their thoughts and feelings and move forward.

## Emotion Coaching

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. When children struggle, we aim to use the language of emotion-coaching to validate their feelings and help them move on:

- 1) Recognise the child's feelings
- 2) Validate the feelings and label them
- 3) Set limits on behaviour (if needed)
- 4) Problem solve with the child

## Rewards

It is recognised that positive behaviour and good attendance is more likely to be fostered in a



climate of rewards and encouragement. Rewards are given to students by teachers to provide a means of supporting academic, extra-curricular and social development.

Suggested criteria for awarding a positive rewards to students are:

- 1) Going above and beyond to progress
- 2) Sustained improvement in the standard of their practice
- 3) Sustained improvement in attendance, punctuality and attitude
- 4) Helping other students to make progress
- 5) For being an excellent ambassador for Testlands

Other positive recognition includes:

- 1) Positive feedback (oral and written)
- 2) Contacting home
- 3) Certificates
- 4) Display boards
- 5) Stickers

## Boundaries

Children need to gain self-awareness of how their behaviour affects themselves or others.

Experiencing feelings of intensity is not a bad thing, our long term aim is to help children reduce the intensity of these emotions. While we teach the children that it is okay to have big feelings, there will be times that we need to set a limit on behaviour. Our system is non-punitive, yet we understand that some actions need a reflection time. While we believe a reflection time/ further consequence is needed, these will come from a supportive place. When an action is needed to be put in place for a child, this may not be immediate as the child may still be in a crisis state. At the point of action, staff will ensure that a consistent approach is adhered to ensure that it ties in with our practice of 'It's okay to feel...it is not okay to...'



Explain : To be clear about what you need to do

Remind : You may need to cooperate with an adult for support

Action : An action is needed when your big feelings are affecting others 5

## Use of Physical Intervention

Physical Intervention is considered as a last resort to support young people in times of crisis:

- Physical Intervention should be avoided wherever possible.
- It is never a substitute for good behaviour management.
- Other methods of managing and de-escalating any situation which arises should be tried first, unless this is impractical.
- The main reason for intervening physically is to keep people safe.

This policy sets out the circumstances in which physical intervention might be appropriate and discusses the meaning of “reasonable force”. It adheres to section 550A of the Education Act 1996, and complies with the LA guidelines, including the Health and Safety at Work Act Planning to avoid Physical Intervention.

At Testlands we are proactive and plan to avoid Physical Intervention wherever possible.

This is achieved through:

- Our Behaviour Policy, which promotes positive behaviour management strategies and outlines how a Positive Behaviour Management Plan might be used with specific children. A Positive Behaviour Management Plan details how we arrange support in the areas of:



- risk assessment
- early intervention
- preventative measures
- proactive measures
- planned support

Only staff who have undertaken training to use specific physical intervention techniques (eg. Team Teach) should be authorised to use these on young people.

However, everyone has the right to use reasonable force to prevent an attack against themselves or others, whether they are formally authorised or not. If this is used with the best interests of the child in mind.

When to intervene with reasonable force?

The following categories would be considered legitimate situations in which to consider physical intervention as a last response.

1. Committing a criminal offence.
2. When there is risk of injury to self and/or others.
3. When there is risk of significant damage to property.

Examples of situations in categories 1, 2 and 3:

- A child attacks a member of staff, or another child.



- Children are fighting.
- A child is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.
- A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- A child is running around the facilities in a way in which he or she might have or cause an accident likely to injure him or herself or others.
- A child persistently refuses to obey an instruction to leave a room.
- A child is behaving in a way that is seriously disrupting a lesson. In these situations, we would remove the class to a safe place rather than intervening physically.
- A child leaves the provision grounds.

In this situation, we assign members of staff to watch out for the child's safety. If the child leaves the grounds, we will not chase, as this is likely to put the child in more serious danger – running across roads etc. We will follow the child calmly, asking the child to make the safe and correct decision to come back into the building. We always contact parents if a child leaves the grounds, even if the child comes straight back. In more serious situations, such as the child putting themselves at serious risk of harm we will also contact the police.

What is a Reasonable Force?

There is no legal definition of reasonable force, so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. There are two relevant considerations:



- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Is Physical Intervention necessary?

Before intervening physically we, wherever practicable, tell the child who is misbehaving to stop, and what will happen if he or she does not. We continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical intervention will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and we should never give the impression that we have lost our temper, or are acting out of anger or frustration, or to punish the child.

## Recording Incidents

We make a detailed, contemporaneous, written report of anywhere physical intervention is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint. Immediately following any such incident the member of staff concerned should tell the site Manager or Senior Leader and provide a written report as soon as possible afterwards using the form in the Physical Intervention Guidelines for Schools. We inform parents formally and seek their cooperation, for example, by drawing up individual behaviour management programmes.



## Booking Policy

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### Policy statement

All bookings made through the website or in person are subject to acceptance by the Senior Leader. All bookings will be subject to review, however you will only be contacted if further details are required. Our policy around bookings is to ensure the safest environment for all of the children that attend our clubs.

### Strong recommendations

If your child has an education health care plan (EHCP) or individual behaviour plan (IBP), ensure you get booked at least 2 weeks prior to the first day. Please see admissions policy before doing so.

### Procedures

Once a booking has been made, a confirmation email will be sent directly to the email address attached to the booking as well as our admin team. Our team will then check the form for any issues. All completed forms with no additional requirements will be filed and your booking will be confirmed on our system - if you are not contacted by one of our team, you must take this as no further details are required and your booking is confirmed.

All bookings that have forms requiring further details will be contacted by one of our team to explain why.



If your booking form states your child has either an education health care plan (EHCP) or individualised behaviour plan (IBP) and you have ticked YES to giving us permission, we will contact you to confirm once we have liaised with the necessary institutions (schools/carers) to confirm your booking. We will always aim to do this within a timely manner of your booking date.

If your booking form states your child has either an education health care plan (EHCP) or individualised behaviour plan (IBP) and you have ticked NO to giving us permission, we will contact you in a timely manner to discuss this. We will not take children with EHCP/IBP's without having relevant knowledge on how to keep them and others safe.

All bookings with additional needs are assessed by our senior team and a decision is based on 2 factors: 1) Can we give the support needed for the individual child 2) Can we continue to give the support needed to the rest of the children. If our senior team believes that either factor can not be met then they will be in contact to explain why and what are the next options.

## Child collection policy

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During the booking process, you will be asked to provide a memorable word/password. On arrival at the site, when collecting your child/children, you will be expected to reference this word. If this word is not referenced, your child/children will not be released. When the correct password is provided, a member of staff will collect the child/children from their group and release the child/children to you. If for any reason you are unable to collect your child and someone different is collecting, we will still ask for the password. Please make any person who is collecting your child aware of the password and make sure a staff member is informed beforehand. If the incorrect password is given, we will contact the primary emergency contact to confirm who should be picking up the child/children.



Parents of children starting at the setting are asked to provide the following specific information;

- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbor or close relative.
- Place of work, address and telephone number (if applicable).
- Mobile telephone number (if applicable).
- Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparents.
- Who has parental responsibility for the child.
- Information about any person who does not have legal access to the child.

## Late changes to collection routine

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 (morning of drop off). On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents on 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.

The child does not leave the premises with anyone other than those named on the booking form. If this changes for any reason, this must be confirmed in writing to the Senior Leader and/or Site Lead.



## Walking home independently

For some older children, it may be appropriate for them to walk home on their own after being dismissed from a session. If a parent/carer has planned for a child to walk home independently, this must be stated in writing either via email or on their booking form.

## Uncollected child procedure

In the event that a child is not collected by an authorised adult at the end of a session/day, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. The child will receive 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.

We inform parents that we apply our child protection procedures in the event that their children are not collected 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/day, we follow the procedures below:

1. The child's file is checked for any information about changes to the normal collection routines.
2. If no information is available, parents/carers are contacted at home or at work.
3. 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 on the booking form - will be contacted. All reasonable attempts are made to contact the parents or nominated carers.

4. If the parent/carer is successfully contacted and requests the child to walk home this must be confirmed in writing.

5. If the parent/carer and all recorded contacts on the booking form can not be reached, we will contact the local authority children's social care team: 02380 833336

6. The child will stay at the setting in the care of a member of our Testlands team until the child is safely collected either by the parents or by a social care worker.

7. 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 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 using the systems in place.

Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff. Ofsted may be informed: 0300 123 1231)

## Child on Child Abuse Policy

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### Introduction

The staff at Testlands are committed to the prevention, early identification, and appropriate management of child on-child abuse (as defined below) both within and beyond the setting. In particular, we:

- believe that in order to protect children, we should (a) be aware of the nature and level of risk to which our students are or may be exposed, and put in place a clear and



comprehensive strategy which is tailored to our specific safeguarding context; and (b) take a whole-setting community contextual safeguarding approach to preventing and responding to child-on-child abuse

- regard the introduction of this policy as a preventative measure. We (a) do not feel it is acceptable merely to take a reactive approach to child-on-child abuse in response to alleged incidents of it; and (b) believe that in order to tackle child-on-child abuse proactively, it is necessary to focus on all four of the following areas: (i) systems and structures; (ii) prevention; (iii) identification; and (iv) response/intervention,
- recognise national and increasing concern about this issue, and wish to implement this policy in order to mitigate harmful attitudes and child-on-child abuse in the setting setting, and
- encourage parents to hold us to account on this issue, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform the setting so that it can ensure that appropriate and prompt action is taken in response.

This policy: is the setting's overarching policy for any issue that could constitute child-on-child abuse. It relates to, and should be read alongside, the setting's child protection policy and any other relevant policies including, but not limited to, behaviour and anti bullying policy. sets out our strategy for improving prevention, and identifying and appropriately managing child-on-child abuse. It is the product of a comprehensive consultation – which has involved students, staff and parents applies to all governors, the senior leadership team, and staff. It is reviewed biannually, and updated in the interim, as may be required, to ensure that it continually addresses the risks to which students are or may be exposed. recognises that abuse is abuse, and should never be passed off as 'banter', 'just having a laugh', or 'part of growing up', is compliant with the statutory guidance on peer- on-peer abuse as set out in Keeping Children Safe in Education (September 2023), does not use the term 'victim' and/or 'perpetrator'.



This is because our setting takes a safeguarding approach to all individuals involved in concerns or allegations about child-on-child abuse, including those who are alleged to have been abused, and those who are alleged to have abused their peers, in addition to any sanctioning work that may also be required for the latter. Research has shown that many children who present with harmful behaviour towards others, in the context of child-on-child abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers, uses the terms 'child' and 'children', which is defined for the purposes of this policy as a person aged under 18.

should, if relevant, according to the concern(s) or allegation(s) raised, be read in conjunction with the DfE's advice on Sexual Violence and Sexual Harassment Between Children in settings and Colleges (DfE's Advice) (May 2018), and any other advice and guidance referred to within it, as appropriate, and should be read in conjunction with the Local Safeguarding Partnership's Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

## What is Child on Child Abuse?

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and non-intimate), friendships and wider peer associations.

Child-on-child abuse can take various forms, including (but not limited to): serious bullying (including cyber-bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. Sexual violence such as rape, assault by penetration and sexual assault Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.



Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm Sexting (also known as youth produced sexual imagery) Initiation/hazing type violence and rituals. This policy: (a) encapsulates a Contextual Safeguarding approach, which is about changing the way that professionals approach child protection when risks occur outside of the family, thereby requiring all those within a Local Safeguarding Partnership to consider how Relationship abuse Child sexual exploitation Harmful sexual behaviour Serious youth violence Prejudice-based violence Bullying Multiple perpetrator rape Normal Inappropriate Problematic Abusive

- Victimising intent or outcome
- Includes misuse of power
- Coercion and force to ensure compliance
- Intrusive
- Informed consent lacking or not able to be freely given
- May include elements of expressive violence
- Developmentally expected
- Socially acceptable
- Single instances of inappropriate sexual behaviour
- Problematic and concerning behaviour
- Consensual, mutual, reciprocal
- Shared decision making



- Socially acceptable behaviour within peer group
- Context for behaviour may be inappropriate
- Generally consensual and reciprocal
- Developmentally unusual and socially unexpected
- No overt elements of victimisation
- Consent issues may be unclear
- May lack reciprocity or equal power
- May include levels of compulsivity they work alongside, rather than just refer into, children's social care, to create safe spaces in which children may have encountered child-on-child abuse. (b) adopts a whole-setting community Contextual Safeguarding approach, which means:
  - being aware of and seeking to understand the impact that these wider social contexts may be having on the setting's students,
  - creating a safe culture in the setting by, for example, implementing policies and procedures that address child-on-child abuse and harmful attitudes; promoting healthy relationships and attitudes to gender/ sexuality; hotspot mapping to identify risky areas in the setting; training on potential bias and stereotyped assumptions,
  - being alert to and monitoring changes in students' behaviour and/or attendance,
  - contributing to local child protection agendas by, for example, challenging poor threshold decisions and referring concerns about contexts to relevant local agencies.



## Things to look out for in victims of child-on-child abuse:

Regularly feeling sick or unwell in the morning

Reluctance to make the journey to and from setting  
Money or possessions going missing  
Clothes or setting bag torn  
Wanting extra pocket money for no particular reason  
Unexplained cuts and bruises  
Taking different routes to setting  
Unexplained behaviour changes, e.g. moody, bad tempered, tearful  
Unhappiness  
Nightmares  
Not wanting to leave the house  
Reluctance to talk openly about setting friends and playtimes  
If you are concerned your son/daughter is the victim of peer on peer abuse you should contact the setting as soon as possible to report the issues through the appropriate channels. Sometimes children have not reported the issues to anyone in setting.

## Are some children more vulnerable than others?

Any child can be vulnerable to child-on-child abuse due to the strength of peer influence during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. For example, an image of a child could be shared, following which they could become more vulnerable to child-on-child abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them and/or their family. Peer group dynamics can also play an important role in determining a child's vulnerability to such abuse.

For example, children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable to child-on-child abuse. Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse by their peers. Research suggests that: child-on-child abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different. As a result, settings need to explore the gender dynamics of child-on-child abuse within



their settings, and recognise that these will play out differently in single sex, mixed or gender-imbalanced environments

- children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without SEND, and additional barriers can sometimes exist when recognising abuse in children with SEND. These can include: – assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child’s disability without further exploration, – the potential for children with SEND to be disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs, – communication barriers and difficulties, and – overcoming these barriers.

- some children may be more likely to experience child-on-child abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

## Responding to concerns

It is essential that all concerns and allegations of child-on-child abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our setting environment. Testlandswill respond to concerns or allegations by: (i) include a thorough investigation of the concern(s) or allegation(s), and the wider context in which it/they may have occurred – depending on the nature and seriousness of the alleged incident(s), it may be appropriate for the police and/or children’s social care to carry out this investigation (ii) treat all children involved as being at potential risk while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves.

The setting should ensure that a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and



additional sanctioning work may be required for the latter, (iii) take into account that the abuse may indicate wider safeguarding concerns for any of the children involved and consider and address the effect of wider sociocultural contexts – such as the child's/ children's peer group (both within and outside the setting); family; the setting environment; their experience(s) of crime and victimisation in the local community; and the child/children's online presence. (iv) consider the potential complexity of child-on-child abuse and of children's experiences, and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited, they are not consenting (v) obtain the views of the child/children affected. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL should discuss the proposed action with the child/ children and their parents and obtain consent to any referral before it is made.

The setting should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so. It is particularly important to take into account the wishes of any child who has allegedly been abused, and to give that child as much control as is reasonably possible over decisions regarding how any investigation will be progressed and how they will be supported. If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay (in accordance with the child protection policy) so that a course of action can be agreed.

The DSL will discuss the concern(s) or allegation(s) with the member of staff who has reported it/them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected. Where any concern(s) or allegation(s) indicate(s) that indecent images of a child or children may have been shared online, the DSL should consider what urgent action can be taken in addition to the actions and referral duties set out in this policy.



The DSLs will always use their professional judgement to: (a) assess the nature and seriousness of the alleged behaviour, and (b) determine whether it is appropriate for the alleged behaviour to be to be dealt with internally and, if so, whether any external specialist support is required. Where the DSL considers or suspects that the alleged behaviour in question might be abusive or violent or where the needs and circumstances of the individual child/children in question might otherwise require it, the DSL should contact children's social care and/or the police immediately.

The DSL will discuss the concern(s) or allegation(s) with the agency and agree on a course of action, which may include: (i) Manage internally with help from external specialists where appropriate and possible. Where support from local agencies is not available, the setting may need to handle concerns or allegations internally. In these cases, the setting will engage and seek advice from external specialists (either in the private and/or voluntary sector). (ii) Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of the child/children and their family. These services may, for example, include family and parenting programmes, responses to emerging thematic concerns in extra familial contexts, a specialist harmful sexual behaviour team, BeeU and/or youth offending services. (iii) Refer the child/children to children's social care for a section 17/47 statutory assessment.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and, if appropriate, a report to the police) is made immediately. This referral will be made to children's social care in the area where the/each child lives.

Depending on the safeguarding procedures issued by the Local Safeguarding Partnership in that area, there will normally be an initial review and assessment of the referral, in accordance with that area's assessment framework.

As a matter of best practice, if an incident of child-on-child abuse requires referral to and action by children's social care and a strategy meeting is convened, then the setting will hold every



professional involved in the case accountable for their safeguarding response, including themselves, to both the/each child who has experienced the abuse, and the/each child who was responsible for it, and the contexts to which the abuse was associated. (iv) Report alleged criminal behaviour to the police. Alleged criminal behaviour will ordinarily be reported to the police. However, there are some circumstances where it may not be appropriate to report such behaviour to the police. All concerns or allegations will be assessed on a case-by-case basis and considering the wider context.

## Child Protection Policy

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### Contents

1. Introduction 2  
2. Immediate Action to Ensure Safety 4  
3. Recognition of Abuse or Neglect 5  
4. Consulting about your concern 7  
5. Making a referral 8  
6. Confidentiality 10

### 1. Introduction

1.1 This document is the Child Protection Policy for Testlands, which will be followed by all employees and volunteers of the organisation and followed and promoted by those in a position of leadership within the organisation.

1.2 The purpose of the organisation is to be dedicated to make a difference. We teach, train and transform young people and adults lives in Southampton through offering opportunities to learn and lead in several capacities.

1.3 We know that being a young person makes them vulnerable to abuse by adults. The



purpose of this policy is to make sure that the actions of any adult associated with Testlands including trustees are transparent and promote the welfare of all young people.

1.4 If any organisation, parent or young person/child has any concerns about the conduct of any employee or volunteer of Testlands, this should be raised in the first instance with the Senior Leader.

1.5 The principles upon which the Child Protection Policy is based are:- The welfare of a child or young person will always be paramount.

The welfare of families will be promoted.

The rights, wishes and feelings of children, young people and their families will be respected and listened to.

Those people in positions of responsibility within the organisation will work in accordance with the interests of children and young people and follow the policy outlined below.

Those people in positions of responsibility within the organisation will ensure that the same opportunities are available to everyone and that all differences between individuals will be treated with respect.

## **2. Immediate Action to Ensure Safety**

2.1 Immediate action may be necessary at any stage in involvement with children and families.

**IN ALL CASES IT IS VITAL TO TAKE WHATEVER ACTION IS NEEDED TO SAFEGUARD THE CHILD/REN ie:**

2.2 If emergency medical attention is required this can be secured by calling an ambulance



(dial 999) or taking a child to the nearest Accident and Emergency Department.

2.3 If a child is in immediate danger the police should be contacted (dial 999) as they alone have the power to remove a child immediately if protection is necessary, via Police Protection Order.

### 3. Recognition of Abuse or Neglect

3.1 Abuse or neglect of a child is caused by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting: by those known to them or more rarely by a stranger.

#### 3.2 Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as, fabricated illness by proxy or Munchausen Syndrome by proxy.

#### 3.3 Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child though it may occur alone.



### 3.4 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (eg rape or buggery) or non-penetrative acts. This may include non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material, or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### 3.5 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

3.6 Individuals within the organisation need to be alert to the potential abuse of children both within their families and also from other sources including abuse by employees or volunteers from Testlands.

3.7 Testlands should know how to recognise and act upon indicators of abuse or potential abuse involving children. There is an expected responsibility for all employees and volunteers of Testlands to respond to any suspected or actual abuse of a child in accordance with these procedures.



3.8 It is good practice to be as open and honest as possible with parents/carers about any concerns. However, you must not discuss your concerns with parents/carers in the following circumstances:-

- where sexual abuse is suspected.
- where organised or multiple abuse is suspected.
- where factitious illness by proxy (also known as Munchausen Syndrome by proxy) is suspected.
- where contacting parents/carers would place a child, yourself or others at immediate risk.

### 3.9 What to do if children talk to you about abuse or neglect

It is recognised that a child may seek you out to share information about abuse or neglect, or talk spontaneously individually or in groups when you are present. In these situations you must:

- Listen carefully to the child.
- DO NOT directly question the child.
- Give the child time and attention.
- Allow the child to give a spontaneous account; do not stop a child who is freely recalling significant events.
- Make an accurate record of the information you have been given taking care to record the timing, setting and people present, the child's presentation as well as what was said. Do not throw this away as it may later be needed as evidence.
- Use the child's own words where possible.
- Explain that you cannot promise not to speak to others about the information they have shared.

Reassure the child that:



- You are glad they have told you.
- They have not done anything wrong.
- What you are going to do next.
- Explain that you will need to get help to keep the child safe.

Do NOT ask the child to repeat his or her account of events to anyone.

## 4. Consulting about your concern

4.1 The purpose of consultation is to discuss your concerns in relation to a child and decide what action is necessary.

4.2 You may become concerned about a child who has not spoken to you, because of your observations of, or information about that child.

4.3 It is good practice to ask a child why they are upset or how a cut or bruise was caused, or respond to a child wanting to talk to you. This practice can help clarify vague concerns and result in appropriate action.

4.4. If you are concerned about a child you must share your concerns. Initially you should talk to one of the people designated as responsible for child protection within your organisation. Within Testlands this person is the Senior Leader. If this person is implicated in the concerns you should discuss your concerns directly with MASH (Multi Agency Safeguarding Hub).

4.5 You should consult externally with CRS (Childrens Resource Service), 02380 233334 in the following circumstances:

- when you remain unsure after internal consultation as to whether child protection concerns exist
- when there is disagreement as to whether child protection concerns exist



- when you are unable to consult promptly or at all with your designated internal contact for child protection

- when the concerns relate to any member of the organising committee.

Consultation is not the same as making a referral but should enable a decision to be made as to whether a referral to Social Services or the Police should progress.

## 5. Making a referral

5.1 A referral involves giving, CRS, Social Services or the Police information about concerns relating to an individual or family in order that enquiries can be undertaken by the appropriate agency followed by any necessary action.

5.2 In certain cases the level of concern will lead straight to a referral without external consultation being necessary.

5.3 Parents/carers should be informed if a referral is being made except in the circumstances outlined on p 4.

5.4 However, inability to inform parents for any reason should not prevent a referral being made. It would then become a joint decision with Social Services about how and when the parents should be approached and by whom.

IF YOUR CONCERN IS ABOUT ABUSE OR RISK OF ABUSE FROM SOMEONE NOT KNOWN TO THE CHILD OR CHILD'S FAMILY, YOU SHOULD MAKE A TELEPHONE REFERRAL DIRECTLY TO THE POLICE AND CONSULT WITH THE PARENTS.

If your concern is about abuse or risk of abuse from a family member or someone known to the children, you should make a telephone referral to CRS, 02380 233334.



## 5.5 Information required

Be prepared to give as much of the following information as possible (in emergency situations all of this information may not be available). Unavailability of some information should not stop you making a referral.

- Your name, telephone number, position and request the same of the person to whom you are speaking.
- Full name and address, telephone number of family, date of birth of child and siblings. Gender, ethnicity, first language, any special needs.
- Names, dates of birth and relationship of household members and any significant others.
- The names of professionals' known to be involved with the child/family eg: GP, Health Visitor, School.
- The nature of the concern; and foundation for them.
- An opinion on whether the child may need urgent action to make them safe. Your view of what appears to be the needs of the child and family.
- Whether the consent of a parent with parental responsibility has been given to the referral being made.

## 5.6 Action to be taken following the referral

Ensure that you keep an accurate record of your concern(s) made at the time.

5.7 If any information needs to be shared with LA/HomeSchool and parents/guardians we will do so in a timely and effective manner.

Put your concerns in writing to CRS following the referral.



Accurately record the action agreed or that no further action is to be taken and the reasons for this decision.

## 6. Confidentiality

6.1 The organisation should ensure that any records made in relation to a referral should be kept confidentially and in a secure place.

6.2 Information in relation to child protection concerns should be shared on a “need to know” basis. However, the sharing of information is vital to child protection and, therefore, the issue of confidentiality is secondary to a child’s need for protection.

If in doubt, consult.

## Complaints Policy

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Our setting believes that children and parents are entitled to expect courtesy, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting 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 to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

## Procedures

All settings are required to keep a written record of any complaints that reach stage 2 and



above, including their outcome. This is to be made available to parents as well as to Ofsted inspectors on request. A full procedure is set out in the Pre-school Learning Alliance publication Complaint Investigation Record.

## Making a complaint

### Stage 1

Any parent who has a concern about an aspect of the setting's provision, firstly will speak with the site leader on the site or via telephone.

Most complaints should be resolved amicably and informally at this stage.

### Stage 2

If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting leader. For parents who are not comfortable with making written complaints, they can contact us and arrange a call with our Senior Leader. (This will be minute taken and shared)

The setting holds written complaints from parents online and confidential. However, if the complaint involves a detailed investigation, the setting leader may wish to store all information relating to the investigation in a separate file designated for this complaint.

When the investigation into the complaint is completed, the site leader or Senior Leader meets with the parent to discuss the outcome.



Parents must be informed of the outcome of the investigation within 28 days of making the complaint

### **Stage 3**

If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the Senior Leader and the owner/chair of the management committee. The parent should have a friend or partner present if required and the leader should have the support of the chairperson of the management committee, or the owner/senior manager, present.

An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it. This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

### **Stage 4**

If at the stage three meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.

Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.



The mediator keeps all discussions confidential. They can hold separate meetings with the setting personnel (setting leader and owner/chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

### **Stage 5**

When the mediator has concluded her/his investigations, a final meeting between the parent, the setting leader and the owner/chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

### **Records**

A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.

The outcome of all complaints is recorded which is available for parents and Ofsted inspectors on request.

These records are then kept for three years.

## **Fire Safety Policy**

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## 1. Purpose

This policy sets out the fire safety procedures for the Holiday Club to ensure the safety of all children, staff, and visitors. It operates in accordance with the fire safety procedures already in place within the educational setting where the club is held.

## 2. Responsibilities

- The Site Leader is responsible for ensuring that all staff understand and follow fire safety procedures.
- All staff members must know the location of fire exits, fire extinguishers, and the assembly point.
- Staff are responsible for ensuring children are supervised and evacuated safely in the event of a fire or fire drill.

## 3. Fire Safety Measures

- The club follows the host setting's existing fire risk assessment, which is reviewed regularly.
- Fire exits must remain clear and accessible at all times.



- Fire extinguishers and alarms are checked and maintained by the host setting according to their schedule.
- Staff must familiarise themselves with the fire alarm sound and evacuation routes before the start of each holiday club period.

## 4. Fire Drills

- Fire drills will be carried out at least once during each holiday club period.
- The drill will be recorded, including date, time, number of participants, and any actions required for improvement.
- All staff and children must take part in the drill and follow the procedures as if it were a real emergency.

## 5. Evacuation Procedure

1. When the fire alarm sounds, staff must stop all activities immediately.
2. Children should be calmly led to the nearest safe exit.
3. Staff must take the register and emergency contact list if safe to do so.
4. Everyone should proceed to the designated assembly point outside the building.
5. Staff will take a register to ensure all children, staff, and visitors are accounted for.
6. No one may re-enter the building until authorised by the fire warden or emergency services..



## 7. Staff Training

- All staff will receive fire safety training as part of their induction.
- Refresher training will be provided annually or when procedures are updated.

## 8. Review of Policy

This policy will be reviewed annually or following any fire incident, drill, or change to the building layout or use.

## Health and Safety General Policy Statement

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Testlands recognises that it has responsibilities for the health and safety of our workforce whilst at work and others who could be affected by our work activities. We will assess the hazards and risks faced by our workforce in the course of their work and take action to control those risks to an acceptable, tolerable level.

Our managers and supervisors are made aware of their responsibilities and required to take all reasonable precautions to ensure the safety, health and welfare of our workforce and anyone else likely to be affected by the operation of our business.

This business intends meeting its legal obligations by providing and maintaining a safe and healthy working environment so far as is reasonably practicable.



This will be achieved by;

- providing leadership and adequate control of identified health and safety risks;
- consulting with our employees on matters affecting their health and safety;
- providing and maintaining safe plant and equipment;
- ensuring the safe handling and use of substances;
- providing information, instruction, training where necessary for our workforce, taking account of any who do not have English as a first language;
- ensuring that all workers are competent to do their work, and giving them appropriate training;
- preventing accidents and cases of work related ill health;
- actively managing and supervising health and safety at work;
- having access to competent advice;
- aiming for continuous improvement in our health and safety performance and management through regular (at least annual) review and revision of this policy; and
- the provision of the resource required to make this policy and our health and safety arrangements effective.

We also recognise;

- our duty to co-operate and work with other employers when we work at premises or sites under their control to ensure the continued health and safety of all those at work; and
- our duty to co-operate and work with other employers and their workers, when their workers come onto our premises or sites to do work for us, to ensure the health and safety of everyone at work.

To help achieve our objectives and ensure our employees recognise their duties under health and safety legislation whilst at work, we will also remind them of their duty to take reasonable care for themselves and for others who might be affected by their activities. These duties are explained on first employment at induction and also set out in an Employee Safety Handbook, given to each employee, which sets out their duties and includes our specific health and safety rules.



## Healthy eating policy

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Nutrition is a significant factor in the growth, development and overall functioning of a child. Good nutrition provides the energy and nutrients essential to sustain life and promotes physical, emotional and cognitive development. The development of healthy eating practices and physical activity can prevent disease and support a lifetime of good health.

Good nutrition is critical to optimizing each child's potential for success. Meeting nutritional requirements throughout childhood is essential to full intellectual development. Research documents tell us that nutrition impacts on children's behaviour, performance and overall quality of development. Children require sufficient energy and essential nutrients each day to concentrate on accomplishing tasks. Even mild and under nutrition and short term hunger are barriers to learning. Meals and snacks served should meet children's nutritional needs, provide models of healthy eating patterns, and help children establish good eating patterns at an early age.

Testlands aim to encourage and develop healthy eating practices which will become embedded for life.

## Testlands' healthy eating objectives

- To encourage children with positive healthy eating experiences in order to promote their well being.
- To respect the different dietary, cultural, religious and health needs of all children.
- To encourage children to develop positive attitudes towards food through all the learning opportunities that are provided in the club.



- To promote an understanding of a balanced diet in which some foods play a greater role than others.
- To develop children's understanding of the importance of the social context in which eating takes place.
- To raise awareness with children, parents and carers in developing a positive approach to food, nutrition and oral education.
- To encourage responsibility and accountability of all parents and carers in offering healthy choices to children.

## The importance of nutrition for children

A nutritionally balanced diet is important in childhood to ensure optimum development at a time of rapid growth. A balanced diet in childhood is not only important for growth but for learning and promoting positive habits towards healthy eating. An inadequate or unbalanced nutritional intake may not only affect growth and development in childhood but may also impact on health problems, such as heart disease and obesity later in life. It is the types and varieties of food eaten at this time that ensure nutrient requirements are met and that the diet is nutritionally balanced. Children's diet must include an appropriate intake of foods from the four main food groups:

- Bread, other cereals and potatoes
- Fruit and vegetables
- Milk and dairy foods
- Meat, fish and alternatives



## Being healthy

Eat breakfast every day

Eat fruit and vegetables daily

Choose snacks that will provide nutrients to compliment meals

Avoid snacks and drinks with a high sugar content between meals

Drink plenty of fluids to avoid becoming dehydrated

Be physically active every day

Brush teeth twice a day and visit your dentist regularly

Encourage snacks and lunches to be nutritious, avoiding large quantities of sugar, salt, saturated fats, additives, preservatives and colourings.

We have fresh drinking water and suitable cups readily available for children and colleagues

We support the children in recognising that they need to drink water when they are thirsty, hot, tired, or feeling unwell.

## Snack times

Each Testlands Holiday Club has a designated snack time in the morning for everyone.

We encourage parents/guardians to fill pack lunch boxes with healthy snacks. Staff at sites will maintain a restriction on the volume of snacks consumed at snack time to retain the children's appetite for lunch. Fresh drinking water will be available as and when the children request it.

## Lunch boxes

Parents are strongly encouraged to provide healthy, balanced lunches for their children and to include only water as a drink. We also ask parents not to pack more food than their child can eat.



We understand that ensuring a child has eaten enough and is happy can be a source of concern. Therefore, we encourage parents to discuss any concerns they have about what their child is eating at lunch time and portion sizes with their play partner. Page 3

A diet where high levels of added sugars and salt are regularly consumed is strongly linked to the development of long-term chronic diseases such as type II diabetes and heart disease.

Therefore, to ensure children are having the right balance of food and drink across the day, it is recommended that high sugar, fat and salt items are not included in packed lunches.

The consumption of any type of juice drink is strongly linked with the development of tooth decay. We therefore ask parents only to provide water in packed lunches in keeping with what the children are used to at snack time. We recommend that parents look at the food labels on any packaged food that is included in lunch boxes and consider how these foods fit into the balance of foods a child is eating over a day.

The NHS guidance on salt and sugar content is:

Salt 1 to 3 years – 2 g salt a day (0.8 g sodium)

4 to 6 years – 3 g salt a day (1.2 g sodium)

Sugar children aged 4 to 6 years old should have no more than 19 g of added sugars in a day (5 sugar cubes)

Please follow the links to the NHS website for more information on sugar and salt in our diets:

<http://www.nhs.uk/Livewell/Goodfood/Pages/sugars.aspx>

<http://www.nhs.uk/Livewell/Goodfood/Pages/salt.aspx>

If you would like further information on what foods are recommended as part of a balanced diet, please ask our senior leader.

Because of the risk of allergies, children are not permitted to swap food. An ice pack should



be provided during summer months to keep food cool.

## Food and eating environment

Testlands will provide a clean, sociable environment for the children to eat their snack and lunch. Both snack time and lunch time are group activities where the children all sit down together. The children are also encouraged to help prepare their food using safety knives. No child will ever be forced to eat or drink something against their will, and the withholding or granting of food and drink will never be used as either a punishment or reward.

## Key Person Policy

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### The key person role

All children are unique and the amount of time that a child takes to settle into our settings 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.

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. We are committed to the key person approach which benefits the child, the parents, the staff and the settings. It encourages secure relationships which support children to thrive, give parents confidence and make the settings a happy place to attend or work in.

We want children to feel safe, stimulated and happy in the settings and to feel secure and



comfortable with our staff. We also want parents to have confidence in both their children's wellbeing and their role as active partners with our settings. We aim to make our settings 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 Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

## The key person's responsibilities

We can allocate a key person before the child starts. They are responsible for:

- Providing an induction for the family and for settling the child into our settings
- Completing relevant forms with parents
- Explaining our policies and procedures to parents, focusing on policies such as safeguarding and our responsibilities under the Prevent Duty
- Offering unconditional regard for the child and being non-judgemental
- Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning
- Acting as the main contact for the parents
- 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 settings and at home



- Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers. We promote the role of the key worker as the child's primary carer in our settings, and as the basis for establishing relationships with other adults and children. The staff work very much as a team, and support one another in providing for the needs of every child, not just those for whom they act as play partners.

## Maintaining Children Safety Policy

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### Maintaining children's safety & security on the premises

Testlands is committed to providing children with a stimulating and safe environment. We will do all we can to make our premises welcoming and friendly to children, their parents/carers and any other visitors.

#### Safety

The Senior Leader is responsible for ensuring that all Testlands settings are clean, well lit, adequately ventilated and maintained at an appropriate temperature. Daily safety checks are carried out to ensure that the facilities are maintained in a suitable state of repair and



decoration. Any problems will be reported to the Site Manager for action.

Members of staff will always have access to a mobile phone whilst on the premises.

**Arrivals/Departures** - Please refer to our Child Collection Policy

### **Absences**

If a child is going to be absent from a session, parents must indicate this to us in advance, or by telephoning Testlands Hub on the morning of the absence.

If a child is absent without explanation for more than three days concurrently, staff will contact the parents/carers to try to ascertain the reasons behind this.

### **Registers**

It is the responsibility of the Senior Leader/Site Leader to ensure that an accurate record is kept of all children at all settings, and that any arrival or departure to and from the premises is recorded in the register. The register will always be kept in an accessible location on the premises. This process will be supplemented by regular head counts during the day.

Records of daily registers need to be kept for at least three years from the last entry as a minimum (providers are required to show these documents during the next Ofsted inspection).

### **Supervision**

Children will not be left unsupervised at any time during activity sessions. The Site Leaders will allocate responsibility to individual members of staff for observing and supervising the main entrance and exit point at the beginning and end of the session.

Testlands is committed to providing care and learning for children in a safe and secure environment. All staff have an individual and collective responsibility to ensure that they have



continuous regard for the safety and security of all children.

During sessions, all entrance doors will be kept shut and only be opened on command by a member of staff. Parents/carers are encouraged to talk to their children about the importance of remaining safe and not leaving any Testlands setting during the session. These messages will be reinforced by the staff. Safety and security procedures will be regularly reviewed by the Senior Leader in consultation with staff and parents/carers.

### **Visitors**

The Senior Leader or site team of the setting has a visitor signing sheet which is kept close to the main entrance on which visitors must sign on arrival, as well as providing staff with the following information:

- Their name.
- The date and time of their arrival.
- The reason for their visit.
- Their time of departure.
- Emergency contact number.

Visitors to any Testlands setting will not be left unsupervised with children at any time. Staff have a duty to approach any visitor on the premises who has not signed in. They must introduce themselves and establish immediately who the visitor is and the reason for them being on the premises. If the visitor has no suitable reason to be on the premises, then they will be asked to leave immediately and escorted from the premises. If the visitor repeatedly refuses to leave, the police will be telephoned immediately. A record will be made of any such



incidents in the Incident Record book, and the Senior Leader and site team will be immediately notified. A similar approach will be adopted for any lone or suspicious individuals loitering near the boundary of any Testlands setting, who may present a threat to the children.

### **Outdoor Play**

Outdoor play will take place where suitable at all settings. Before the start of each session a safety check is carried out to ensure no hazards such as rubbish or animal fouling have appeared since the last session.

Staff will make sure that fresh drinking water is always available to children, especially in hot conditions. In such circumstances, staff will also ensure that children are adequately protected from the sun (see our Sun Safety policy for more details).

### **Equipment**

Testlands is committed to providing children with access to a wide range of equipment that stimulates enjoyment, learning and development, both indoors and outdoors.

All equipment and resources will be selected with care, and risk assessments carried out if appropriate before new toys and equipment are purchased. All furniture, toys and equipment are kept clean, well maintained and in good repair and in accordance with BS EN safety standards or the Toys (Safety) Regulations (1995) where applicable.

Appropriate staff supervision will ensure that the safety of children is assured according to the type of equipment being used, along with the ages and number of children involved in an activity.

Outside Testlands opening times, all high value equipment (laptops, tablets etc) will be kept in



the office in the locked drawers. When discovered, defective or broken equipment will be taken out of use and disposed of.

The Senior Leader, or designated member of staff, will keep a formal record of any item of equipment loaned to a member of staff, another organisation or a parent/carer to ensure that it is returned on time and in a good state.

## Major Incident Procedure

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In the event of an emergency our primary concern will be to ensure that both children and colleagues are kept safe. If you are involved or caught up in an incident please follow the below procedure.

### **An incident within proximity to your club location**

All children and colleagues assemble within the club's main area. Those outside must move quickly to the inside, colleagues are to ensure the walkie talkie system is in place.

Head count and register of all children and colleagues to be carried out.

All doors must be closed and lie low, encouraging the children to lay under the tables, away from windows.

A member of colleague must call the police 999 immediately for further advice, which should



be followed (explain you are calling from a club within your school location and tell them how many children and colleagues are present)

If caretakers or school colleagues are on site working together to lock down the site, your priority is the children in your care.

In case of any doubt, there should be no movement and wait for the police to arrive to contain and manage the situation.

If phone networks are available try to contact Head Office and parents to reassure them, parents are not advised to come to the setting, unless asked to by colleagues after being given the go ahead by emergency services.

Keep parents updated when possible.

Children should be protected from information or images that may alarm or distress them. Ensure children are constantly reassured.

## **An incident within your club's region**

Ensure children are registered and safe within the club indoor facilities. Colleagues to call parents/carers to reassure and advise the collection of their children.

Colleagues to keep in mind parents/carers may work in the affected area and may not be able to get to the club to pick up on time. In this case please call the Hub for further advice.

Two colleagues must stay with the children.



When possible keep in touch with parents with updates.

## In the event of an intruder on site

Colleagues to call the Police 999 immediately (explain you are calling from a club within your school location and tell them how many children and colleagues are present).

Lockdown the club and assemble children and colleagues together in a safe area and lock/barricade the doors if possible.

Register and headcount the children and colleagues.

Encourage the children to lay under tables and keep low, away from windows.

Comfort and reassure the children.

In case of doubt, there should be no movement and wait for the police to arrive to contain and manage the situation.

## Procedure for parents

The care of your child is paramount, if we are caught up or involved in an incident, the club will comply fully with the instructions from the emergency services and constantly reassure the children in our care. Please do not attempt to come to the setting, unless asked to collect your child, as this may put you or your child at greater risk. Testlands will keep you informed of actions taken when safe to do so.

If you are caught up or involved in an incident, we will continue to care for your child until you are able to return or a person from the pickup list can collect them. We will try our best to keep



in contact via landline, mobile or email.

## Managing Sickness and Allergies Policy

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Testlands is committed to the health and safety of all children and staff who play, learn and work here. As such, it will sometimes be necessary to require a sick child to be collected early from a session or be kept at home while they get better.

Parents/carers will be notified immediately if their child has become ill and needs to go home. Sick children will be comforted, kept safe and under close supervision, but away from the other children until they are collected.

If a child has had to go home prematurely due to illness, they should remain at home until they are better for at least 24 hours, or according to the times set out in the table below. If a child or member of staff becomes ill outside Testlands hours, they should notify the setting they are attending as soon as possible. The minimum exclusion periods outlined in the table below will then come into operation.

If any infectious or communicable disease is detected at any Testlands setting, we will inform parents/carers as soon as possible. Testlands is committed to sharing as much information as possible about the source of the disease and the steps being taken to remove it.

### Reporting of 'notifiable' diseases

If Testlands believes a child is suffering from a notifiable disease, identified as such under the Health Protection (Notification) Regulations 2010, they will inform the Local Health Protection



Unit. They will also inform Ofsted if there are three or more cases at the same setting.

**Current Notifiable Diseases:**

Acute encephalitis  
Acute infectious hepatitis  
Acute meningitis  
Acute poliomyelitis  
Anthrax  
Botulism  
Brucellosis  
Cholera  
Coronavirus (COVID-19)  
Diphtheria,  
Enteric fever (typhoid or paratyphoid fever)  
Food poisoning  
Haemolytic uraemic syndrome (HUS),  
Infectious bloody diarrhoea  
Invasive group A streptococcal  
disease Legionnaires' Disease,  
Leprosy  
Malaria  
Measles  
Meningococcal septicaemia  
Mumps  
Plague  
Rabies  
Rubella



SARS

Scarlet fever,

Tetanus

Tuberculosis TyphusHead lice

Viral haemorrhagic fever (VHF) Whooping cough

Yellow fever.

When a case of head lice is discovered, this will be handled carefully, safely and sensitively. The affected child will not be isolated from other children or excluded from activities or sessions. When the affected child is collected, their parent/carer will be informed in a sensitive manner. Other parents/carers will be informed as quickly as possible and given advice and guidance on treating head lice. Staff should also check themselves regularly for lice.

### **Minimum exclusion periods for illness and disease**

Disease Period of Exclusion

Rashes and skin infections

Chickenpox 5 days from onset of rash

German measles (rubella) 6 days from onset of rash

Hand, foot and mouth None, but advice from the local Health Protection Unit should be sought if a large number of children are affected.

Impetigo Until lesions are crusted or healed, or 48 hours after commencing antibiotic treatment

Measles 4 days from onset of rash

Scabies Children can return after first treatment

Scarlet fever Child can return 24 hours after commencing antibiotic treatment Shingles Exclude only if the rash is weeping and cannot be covered. Slapped cheek None

Diarrhoea and vomiting illnesses

Respiratory infections



48 hours from last episode of diarrhoea and vomiting

Influenza Until recovered

Tuberculosis Consult the Local Health Protection Unit

Coronavirus (COVID-19) 10 days from onset of symptoms

Whooping cough 5 days from commencing antibiotic treatment or 21 days from onset of illness if no antibiotic treatment

Other infections

Conjunctivitis None, but contact the Health Protection Unit if an outbreak/cluster occurs.

Diphtheria Exclusion essential. Consult the Health Protection Unit. Hepatitis A 7 days from symptom onset

Hepatitis B/C/HIV/AIDS None

Meningococcal

meningitis/ septicaemia

Until recovered Mumps 5 days from onset of swelling

Threadworms None

Tonsillitis None

This list is not necessarily exhaustive, and staff will contact local health services if they are in any doubt.

## Allergies

When children start at the setting, we ask their parents if their child suffers from any known allergies. This is recorded on the registration form.

If a child has a severe allergy, we complete 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 kept accessible

where our staff can see it.

All food allergies, severe or otherwise, are noted in the snack file (kept in the kitchen) so that staff and volunteers are aware of these when preparing snacks.

Nuts and nut products are used within the setting, but only when there is no child on roll, or staff member or volunteer present with an allergy to nuts.

If a child or staff member has an allergy to nuts, parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

## Epilepsy and seizures



This Policy has been written in line with information provided by Epilepsy Action, the Department for Education (DFE) and the Special Educational Needs Code of Practice. Testlands recognises that epilepsy is a common condition affecting some children. As with all children, we will support those with epilepsy in all aspects and will nurture and encourage them to achieve their full potential.

Our policy is developed and understood by all staff. It ensures that all staff receive the relevant training about epilepsy, related seizures, and the administration of any emergency medication that may be required. Any new staff will also receive appropriate training.

When a child joins our setting, or an existing child is diagnosed with the condition, the Senior Leader will arrange a meeting with the parents/carers to establish if or how the child's diagnosis may affect their experience at a Testland's setting. This should include the possible implications for learning, playing and social development. A nurse may also attend the meeting to talk through any concerns the family or staff may have.

### **Record Keeping**

During the meeting the Senior Leader will discuss details of the pupil's epilepsy/seizures and learning and health needs. This document may include issues such as agreeing to administer medicines and any staff training needs. This information will inform the child's Health Care Plan, and once completed will be signed by the parents and the Senior Leader. A copy will be given to the parents. A further EMERGENCY COPY will be held with the original Health Care Plan in the Managing Medicines Folder. This information will be regularly reviewed and updated when necessary. All staff will be kept fully informed of any changes.



## Medicines

The child's Health Care Plan will contain the information highlighted above and identify any medication or first aid issues which staff need to be aware of. In particular, it will state whether the child requires emergency medication, and whether this medication is Rectal diazepam or Buccal midazolam. It will also contain the names of the members of staff who have been trained and would if necessary be administering the medication. If emergency medication is required, then our administering medicines policy will also contain details of the correct storage procedures in line with the DFES guidance found in Managing Medicines in Schools and Early Years Settings.

## First Aid

First Aid for the child's seizure type will be included on their Health Care Plan and all staff will receive basic first aid training on administering first aid. The following procedures for giving basic first aid for tonic-clonic seizures will be displayed on the Staff Notice Board.

1. Assess – stay calm and assess the situation; are they in danger of hurting themselves?  
Remove any nearby objects that could cause injury.
2. Cushion – Cushion the head to prevent them from head injury
3. Time – Check the time the seizure starts and how long it lasts; if it lasts longer than usual for the child or continues for more than five minutes, then call an ambulance and administer medication.
4. Identity – Need child's medical information



5. Over – Once the seizure has finished aid breathing by gently placing the child in the recovery position; this helps drain saliva or vomit – never force; It can be normal for breathing to stop during the ‘tonic’ part of the seizure, the face may go pale; during the ‘clonic’ part breathing can be irregular.
6. NEVER restrain the child; never put something in their mouth or give them food or drink.
7. Do not try to move the child unless they are in danger.
8. Sometimes a child may become incontinent during their seizure. If this happens we will aim to cover them to avoid any embarrassment. When the child finishes their seizure, reassure them and protect their dignity and self-esteem.
9. Try and move the other children away as soon as possible.
10. ANY CONCERNS, CALL AN AMBULANCE

In the unlikely event that a problem arises, staff will be considered to have acted in good faith if our procedures have been followed.

## Learning and Behaviour

As a setting we recognise that some children may have special educational needs because of their condition. Following the initial meeting, the child’s key person will continue to monitor their development, and if necessary highlight any areas of concern/delay. If there is any concern, a meeting will be arranged with the parents/carers and the Senior Leader and key



person to share the observations, and if necessary set up an Individual Educational Plan. If there remains continued concern, then the Senior Leader may suggest with parental permission some additional support from other education or medical agencies.

### **Testlands Environment**

The above Epilepsy Policy applies equally within all our settings. This includes activities taking part at any setting. For outings, a separate risk assessment will be undertaken with staff, and any concerns held by the parent/carer or members of staff will be addressed at a meeting prior to any outing taking place.

### **Further Information**

The following information is taken from the DFES document Managing Medicines in Schools and Early Years Settings. It aims to highlight the importance of having a clear epilepsy policy and help staff understand their responsibility in ensuring the safety of a child with epilepsy at any Testlands setting.

The general guidance for ensuring the health and safety of children in school's states that it is the employer's responsibility (under the Health and Safety at Work Act 1974) to make sure Testlands have a health and safety policy which includes procedures for supporting children with medical needs. It is also the employer's responsibility to make sure that they have taken out Employer's Liability Insurance and that this insurance provides full cover for staff acting within full scope of their employment i.e. 'duty of care'. In the day-to-day management of children's medical needs, parents should give Testlands information about the child's condition, including any relevant details from the child's GP, consultant or epilepsy specialist nurse. Parents are also responsible for supplying any information about their medicine their child needs and providing details of any change to the child's prescription or support required. There is no legal duty



requiring Testlands staff to administer medication. However, Testlands should consider this issue as part of their accessibility planning duties. Staff are usually happy to train to administer emergency medication.

## Missing Child Policy

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Testlands has the highest regard for the safety of the children in our care. Staff will always be extremely aware of the potential for children to go missing during sessions.

### Missing children

Even when all precautions are properly observed, emergencies can still arise. Therefore, members of staff will undertake periodic head counts. If for any reason a member of staff cannot account for a child's whereabouts during a session, the following procedure will be activated:

1. The member of staff in question will inform both the Senior Leader and the rest of the staff/volunteer team that the child is missing and a thorough search of the entire premises will commence. The staff team will be careful not to create an atmosphere of panic and to ensure that the other children remain safe and adequately supervised.
2. If after 15 minutes of thorough searching the child is still missing, the Senior Leader will inform the police and then the child's parent/carer.



3. While waiting for the police and the parent/carer to arrive, searches for the child will continue. During this period, other members of staff will maintain as normal a routine as is possible for the rest of the children at the setting.

4. The Senior Leader will be responsible for meeting the police and the missing child's parent/carer. They will coordinate any actions instructed by the police and do all they can to comfort and reassure the parents/carers.

The Site Leader (or most senior member of staff present) will contact the Senior Leader and report the incident.

Once the incident is resolved the Site Lead will write a full incident report, and together with the Chief Operations Officer and will review relevant policies and procedures and implement any necessary changes. If the Police have been involved, Ofsted will also be informed, as soon as is practicable.

## Nut-free policy

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Although we recognise that this cannot be guaranteed, Testlands aims to be a Nut-Free holiday Club setting. This policy serves to set out all measures to reduce the risk to those children and adults who may suffer an anaphylactic reaction if exposed to nuts to which they are sensitive. Testlands aims to protect children who have allergies to nuts, yet also help them as they grow up, to take responsibility as to what foods they can eat and to be aware of where they may be put at risk. We do not allow nuts or nut products in lunch boxes.

Our "Nut-Free Policy" means that the following items should not be brought into our holiday course setting:



Packs of nuts

Peanut butter sandwiches

Fruit and cereal bars that contain nuts

Chocolate bars or sweets that contain nuts

Sesame seed rolls (children allergic to nuts may also have a severe reaction to sesame)

Cakes made with nuts

## Open Access Statement

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### Aim

To promote the importance of play for all children within our settings.

To recognise that all children have the right to play (stated in the 1989 United Nations Convention of the Rights of a Child).

To enable children from the local community to have equal access to good quality play opportunities.

### What is Play?

'Play is an essential part of every child's life and vital to their development. It is the way children explore the world around them and develop and practise skills. It is essential for physical, emotional and spiritual growth, for intellectual and educational development and for acquiring social and behavioural skills. Play is a generic term applied to a wide range of activities and behaviours that are satisfying to the child, creative for the child and freely chosen by the child. Children play on their own and with others.' (Children's Play Council's definition of Play)



## Benefits of Play

- Play promotes children's development, learning, creativity and independence
- Play keeps children healthy and active – active children become active adults
- Play fosters social inclusion, it helps children understand the people and places in their lives, learn about their environment and develop their sense of community
- Play allows children to find out about themselves, their abilities and their interests
- Play is therapeutic; it helps children deal with difficult or painful circumstances, such as emotional stress and medical treatment
- Play gives children the chance to let off steam and have fun Play Policy Objectives
- Promote the development of inclusive play opportunities which take into account and respond to children's abilities and needs, their age, gender, cultural and religious backgrounds, social, family, economic and environmental situations
- Plan and develop play opportunities in consultation with the children to meet their needs and make best use of available resources
- Ensure that all children are respected and valued so they can play free from racial or other types of discrimination or abuse

To support the development of play opportunities and child care services that are safe, stimulating and appropriate for children's ages and stages of development we as a provider will;

- Operate by the national standards under the Children Act 1989 and recognise good practise with clearly defined policies and procedures within our setting



- Ensure all staff and volunteers working with children have appropriate training, knowledge and experience for their duties and responsibilities
- Develop varied play opportunities which will challenge and stimulate children's abilities but not threaten their survival or well-being
- Ensure that children and young people have the opportunity to play and take part in a range of activities where they can gain self-confidence and learn their own terms
- Support and encourage children's own ideas and decisions about what they do and how they do it
- Ensure children are given opportunities to make choices within play to support their development
- Support the development of good quality services through a range of flexible training opportunities for new and existing workers

## Play policy

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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. According to the Statutory Framework for the Early Years Foundation Stage (2014), "Play is essential for children's development, building their confidence as they learn to explore, think about problems and relate to others. Children learn by leading their own play and by taking part in play that is guided by adults." At our clubs we recognise the importance of play to a child's development and follow the Play work Principles. As play workers 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.



## Facilitating play

We support and facilitate play by:

- Providing an environment which is secure and suitable for playing in.
- Setting up the club so that activities are ready before the children arrive.
- Providing a range of equipment, resources and activities on a daily basis.
- Consult with children to request additional or alternative equipment as they choose, and if a request has to be refused, explaining why.
- Not expecting children to be occupied at all times.
- Making outdoor play available every day, unless the weather is extreme.
- Involving children in planning activities, to reflect their own interests and ideas, planning activities that enable children to develop their natural curiosity and imagination.
- Allowing children freedom of creative expression.
- Intervening in play only when necessary: to reduce risks of accident or injury, or to encourage appropriate social skills.
- Warning children in advance when an activity or game is due to end. Play areas and equipment
- All indoor and outdoor play areas are checked and risk assessed daily before the children arrive in accordance with our Risk Assessment
- The club keeps an inventory of resources and equipment, which is updated regularly and reviewed to identify where any additional resources are required.
- Children are involved in selecting additional equipment and resources for use at the club.
- The resources used at the club promote positive images of different ethnic backgrounds, religions, and abilities, in line with our Inclusion and Equality
- The club has a selection of fiction and non-fiction books, suitable for all age ranges.



## Privacy Policy

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We are committed to the principles inherent in the GDPR and particularly to the concepts of privacy by design, the right to be forgotten, consent and a risk-based approach. In addition, we aim to ensure:

- transparency with regard to the use of data
- that any processing is lawful, fair, transparent and necessary for a specific purpose
- that data is accurate, kept up to date and removed when no longer necessary
- that data is kept safely and securely.

## Personal data

If we are requesting your personal data, it is because it is necessary and relevant to the service. As such, if you withhold information, it is likely that we will not be able to allow the service, or there will be a delay in doing so.

## What personal data we use

- Name, date of birth, gender, e-mail address, postal address, telephone number, health declaration and whether you require disabled access
- Credit or debit card information, information about your bank account number and sort code or other banking information. Note that we do not store your bank or credit card details on our web servers
- Your usage records and duration of visits



- Your contact with us, such as a note or recording of a call you make to our main reception, an email or other records of any contact you have with us
- Your membership information – such as dates of payment owed and received, the services you use and any other information related to your account

### How we get your personal data

- Directly from you either face to face at main reception, over the phone, an online referral form or any other means of communication between yourself and Testlands staff
- From our CCTV records if applicable to pull this record up

## CCTV

The sites we operate in have CCTV inside and outside the premises to monitor access to certain areas. Please note, any required information about the CCTV capabilities and additional information can be found via contacting - [contactus@testlands.com](mailto:contactus@testlands.com).

## Safer recruitment

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Testlands Holiday Club is committed to safeguarding and promoting the welfare of children and young people and expects all colleagues and volunteers to share this commitment.

Adults looking after children must have appropriate qualifications, training, skills and knowledge. Colleagues arrangements must be organised to ensure safety and to meet the needs of the children.



## Recruitment and training of colleagues and volunteers

Testlands Holiday Club recognises that anyone may have the potential to abuse children in some way and that all reasonable steps are taken to ensure unsuitable people are prevented from working with children.

Pre-selection checks must include the following:

- All volunteers/colleagues must complete an application form. The application form will elicit information about an applicant's past and a self-disclosure about any criminal record.
- All volunteers/colleagues must complete a DBS. Once in progress they can start work under full supervision of a cleared colleague.
- An explanation of any gaps in employment
- Consent should be obtained from an applicant to seek information from the DBS.
- Proof of essential qualifications
- Two confidential references, ideally including one regarding previous work with children.
- These references should be taken up and confirmed through telephone contact or in writing.
- Evidence of identity (passport or driving licence with photo).
- Proof of the right to work in the UK (via the production of documents on an approved list)
- A safer recruitment trained Testlands employee involved in the entire recruitment process



## Interview and induction

All employees (and volunteers) must undergo an interview carried out to acceptable protocol and recommendations. All employees and volunteers should receive an induction, during which:

- A check should be made that the application form has been completed in full (including sections on criminal records and self-disclosures).
- Their qualifications should be substantiated.
- The job requirements and responsibilities should be clarified.
- Child protection procedures are explained and training needs are identified.

## Disqualification

Testlands will not employ colleagues or volunteers who have been convicted of an offence or have been subject to an order that disqualifies them from registration under regulations made under section 75 of the Childcare Act 2006. Note that a member of a colleague can become disqualified if they live in the same household as another disqualified person, or if a disqualified person is employed in that household. If a member of a colleague becomes disqualified we will terminate their employment and notify Ofsted.

## Training

In addition to pre-selection checks, the safeguarding process includes training after recruitment to help colleagues and volunteers to:



- Analyse their own practice against established good practice, and to ensure their practice is not likely to result in allegations being made.
- Recognise their responsibilities and report any concerns about suspected poor practice or possible abuse.
- Respond to concerns expressed by a child or young person.
- Work safely effectively with children.

#### Ready to work

- When colleagues have completed their initial training, DBS application and references have been obtained they are able to work under supervision, as agreed with Ofsted. Once we receive a satisfactory DBS they will be provided with a photographic name badge with details of their DBS number on it. This must be worn at all times.
- If a DBS contains information each case will be risk assessed on an individual basis and advice sought if necessary.

## Testlands Holiday Club may require:

- Colleagues attend a recognised Safeguarding and child protection awareness training workshop, to ensure the practice is exemplary and to facilitate the development of a positive culture towards good practice and child protection.
- Relevant personnel receive advisory information outlining good practice and informing them about what to do if they have concerns about the behaviour of an adult towards a young person.
- Relevant personnel to have gained national first aid training (where necessary).



- Attend update training when necessary and any team meetings.

## Smart Devices Policy

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### Policy Statement

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used, in turn eliminating the following concerns:

- Staff being distracted from their work with children.
- The inappropriate use of smart devices and cameras around children.

### Smart Devices - Site Leads

Site Leads need to use their work smart devices in order to carry out their role effectively. Some reasons may be to scan documents, take photos of activities and children with photo permission for marketing purposes or to share best practice, site areas for risk assessments and colleagues photos for name badges.

Site Leads may need to be contactable by other settings when visiting. If Site Leads need to take or receive a call during club time, they must remove themselves from the children and parents before making or taking a call.

When covering at a setting within ratio, Site Leads must notify other sites that they may be



supporting that they are unavailable and provide the setting phone number of the setting they are covering at, so they can be contacted.

Site Leads must keep their calendar up to date, so others know where they are if needed. When covering Site Leads must ensure that their work and personal smartphones/devices are stored in the same way as the onsite colleagues smartphones/devices throughout contact time with children.

## Smart Devices Delivery Colleagues

All delivery colleagues must ensure that their smartphones/devices are left in a secure place throughout contact time with children. The Senior Leader must assess the most appropriate place which is out of reach of delivery colleagues and children while the setting is operating. For example, in their bag on a high shelf in a cupboard. The black box can be used to store phones/smart devices but it must be locked.

Mobile phone/smart device calls may only be taken on breaks or in colleagues' own time and away from the children and with the Senior Leader permissions. Any delivery colleagues found Page 2 to have their personal phone/smart device on their person or be using their mobile phone/smart device without permission will automatically receive a written warning.

## Smart Devices Parents

When parents drop off or collect their children they must have their smartphones/devices stored away in a bag or pocket. If their smartphones/devices are visible, then Testlands colleagues must challenge the parent and ask them to put the device away out of sight.



## All Colleagues, Volunteers and Visitors

If any colleague has a family emergency or similar and is required to keep their mobile phone to hand, prior permission must be sought from the Site Leader.

All colleagues, volunteers and visitors will be requested to place their bag containing their phone in an appropriate location and asked to take or receive any calls away from the children where their phone must remain.

It is the responsibility of all colleagues to be vigilant and report any concerns to the Site Lead or a member of the Senior Leadership team.

Concerns will be taken seriously, logged and investigated appropriately.

Testlands reserves the right to check the image contents of a colleague's phones/smart devices should there be any cause for concern over the appropriate use of it.

Any colleague found to have their personal phone/smart device on their person or be using their mobile phone/smart device without permission will automatically receive a written warning.

Should inappropriate material be found then the Local Authority Designated Officer (LADO) will be contacted immediately. We will follow the guidance of the LADO as to the appropriate action that needs to be taken.

## Cameras and Club Ipad

Photographs taken for the purpose of recording a child or group of children participating in



activities or celebrating their achievements is an effective form for recording their progression in the Early Years Foundation Stage, sharing with parents and for training/observational purposes. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

Only the designated setting ipad/tablet phone is to be used to take any photos within the setting.

Images taken on this ipad/tablet must be deemed suitable without putting the children in any compromising positions that could cause embarrassment or distress.

All colleagues are responsible for the location of the ipad/tablet.

No Testlands colleagues must not send photos of children taken on work devices to their own personal devices.

## Marketing

On occasions the marketing team may visit a setting to take promotional videos or photographs using Testlands approved devices.

Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

## Children's use and Club Ipad

Children who bring mobile phones or electronic devices into a Testlands setting will have these removed and stored securely and returned to them at the end of the session.



## Sun Safety Policy

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This policy follows guidance from Public Health England: Looking after children during Heat Waves.

The Department of Health publication 'Heatwave – A guide to looking after yourself and others during hot weather' provides advice on what to do under such circumstances; the advice given focuses specifically on children in the provision of before or after-school childcare, clubs and during school.

This advice should be followed during periods of hot weather, but it is particularly important if a Level Amber or Red Heatwave Alert is announced. In the event of such an alert, health organisations and local authorities will be alerted by the Met Office.

## Protecting Children Outdoors

During periods of high temperature the following steps will be taken at any of our provisions:

- Children will not take part in vigorous physical activity on very hot days, such as when temperatures are in excess of 30°C.
- We will encourage children playing outdoors to stay in the shade as much as possible.
- Children should wear loose, light-coloured clothing to help keep cool and wear sun hats.



- Children must be brought in with sunscreen in their bags of at least SPF 15 and UVA protection and if necessary, should be applied before attending. It will be applied throughout the day when necessary.
- A refillable water bottle should be sent in with children and we will provide drinking water at a times to be filled up regularly.

## Protecting Children Indoors

- Windows and other ventilation openings will be open during the coolest hours to allow stored heat to escape.
- We will encourage children to eat and drink as normal in extreme weather conditions.
- We will use spaces least likely to overheat, with the most airflow and rearrange the space avoid direct sunlight.

All Testlands staff are aware of the risks of extreme weather conditions and are trained on how to manage them, including heat exhaustion, heat stress and sun stroke.

## Suspensions and Exclusion Policy

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Testlands will deal with negative and inappropriate behavior by using constructive behavior management techniques. We will involve staff, parents and children to tackle disruptive and challenging behavior collectively.

We acknowledge that some children will require additional support in order to achieve acceptable levels of behavior. When we identify a child with these needs, we will work closely with the parents



or carers to deal with inappropriate behavior in accordance with our Behaviour Management policy.

Where a child persistently behaves inappropriately, we will use our behavior management policy. Before any kind of suspension occurs, staff will use and promote the Testlands behavior scheme.

Reflection times will be given in the benefit of the child's and other children's safety. If a child's behavior is continually inappropriate, parents / carers will be contacted and the child will be sent home with the understanding that they can return the next day.

We will only suspend or exclude a child from the club as a last resort, when all other behavior management strategies have failed or if we feel that children or staff are at risk.

Suspension and exclusions will be fair, consistent, appropriate to the behavior concerned and will take account of the child's age and maturity, as well as any other factors relevant to the child's situation. If appropriate, we will seek advice from other agencies, this may include accessing funding for additional support.

## Temporary Suspensions

Temporary suspensions will be applied in the following situations:

1. Where formal warnings have failed to improve a child's persistent, challenging and unacceptable behaviour.
2. In the event of an extremely serious or dangerous incident, we will suspend a child with immediate effect. We will contact the parents and ask that the child be collected immediately. Immediate suspensions require the senior leader authorisation.



The club may temporarily suspend the child for a period of up to 15 consecutive days. If the club takes this step, we will discuss our concerns with the parents/carers in order to work together to promote a more desirable pattern of behaviour.

At the end of the suspension period the senior leader will meet with the parents/carers and the child, in order to agree to any conditions relating to the child's return to the 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 from the setting. If a child is excluded from the club, the parents/ will be given a verbal and written explanation of the issues and subsequent actions. They have the right to appeal to the senior leader against the exclusion within the 7 days of receiving written notification of the exclusion.

# **Testlands Safeguarding Policy**

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## **1. Purpose and scope**

This policy outlines how the club is committed to safeguarding and promoting the welfare of children aged 6–13 who attend the holiday club. The club recognises its legal and moral responsibilities under relevant legislation including the Children Act 1989 and Children Act 2004, and the statutory guidance Working Together to Safeguard Children 2023. (GOV.UK) The policy applies to all staff, volunteers, contractors, visitors and anyone working on behalf of the holiday club.



## 2. Principles

All children have the right to feel safe and be safe. The club will:

- treat children with respect and listen to their views.
- recognise that some children may be especially vulnerable to abuse, neglect or exploitation.
- ensure that safeguarding is everyone's responsibility and that staff and volunteers are alert to signs of harm or risk.
- act in the best interests of the child and ensure that safeguarding concerns are responded to appropriately and promptly.
- maintain confidentiality in line with data protection law and guidance, sharing information only as necessary to safeguard children.

## 3. Definitions of abuse, neglect and exploitation

Abuse and neglect can take many forms including physical, emotional, sexual abuse, neglect, and exploitation (including online). ([Housing Justice](#)) Staff and volunteers should be alert to indicators of harm and behaviour of concern, recognising that the absence of signs does not mean a child is safe.

## 4. Responsibilities

- The club's management is responsible for ensuring this policy is in place, that staff and volunteers receive appropriate training, and that safeguarding procedures are followed.



- Every member of staff and volunteer has a responsibility to act in accordance with this policy, to raise concerns about a child's welfare and to report concerns to the designated safeguarding lead (DSL).
- The designated safeguarding lead is [insert name/role] who will be the first point of contact for any safeguarding issues.
- The club will ensure safe recruitment practices, including suitability checks (for example DBS checks where required), references, training and induction.

## 5. Safer interactions and staff conduct

The club will ensure that:

- staff and volunteers work in an open environment where incidents and behaviours can be observed and challenged.
- they maintain appropriate boundaries with children and avoid behaviour that could be misinterpreted.
- physical interventions are only used when necessary, reasonable and proportionate, and are recorded and reviewed.
- children are appropriately supervised, and staff-to-child ratios are maintained in line with club policy and any regulatory requirements.
- all children are treated equitably and with dignity and respect.

## 6. Responding to concerns or disclosures

If a child makes a disclosure, or if a staff member has a safeguarding concern:



- stay calm, listen carefully and take what the child says seriously.
- do not promise confidentiality (you must pass the concern on).
- record what was said, using the child's own words, noting date, time, location and your observations.
- report the concern immediately to the DSL, who will decide on next steps.
- if the DSL is unavailable and the concern is urgent, contact the local children's social care or emergency services as appropriate.
- The club will follow local multi-agency safeguarding arrangements and cooperate with external agencies when necessary.

## 7. Record keeping, confidentiality and information sharing

Records of safeguarding concerns, disclosures, physical interventions and other relevant incidents will be kept securely, with access limited to those who need to see them. The club will comply with the UK General Data Protection Regulation and the Data Protection Act 2018, sharing personal information only when necessary for safeguarding a child and when lawful to do so.

## 8. Whistle-blowing and allegations against staff or volunteers

If an allegation is made against a member of staff or volunteer, the club will follow its disciplinary procedures and report to the local authority designated officer (LADO) or equivalent. Staff and volunteers should feel able to raise concerns about poor or unsafe practices without fear of reprisals.



## 9. Training, support and review

All staff and volunteers will receive safeguarding training when they start and annual updates thereafter. The DSL will receive appropriate higher level training. The club will undertake regular reviews of safeguarding practice, including this policy, to ensure continuing compliance with legislation and guidance.

## 10. Additional safety for holiday club context (ages 6-13)

- The club will ensure that activities, outings and any travel arrangements are risk assessed in advance and permission obtained from parents/guardians.
- Children's contact information, medical details, dietary requirements and emergency contacts will be collected and kept securely.
- The club will support children to understand how to keep themselves safe (for example, recognizing inappropriate behaviour or online risks) and how to raise concerns.
- The club will ensure appropriate supervision during transition times (arrival, departure, between activities) and manage any one-to-one situations carefully by avoiding physical isolation of one adult with one child wherever possible.



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