



Auchinairn Afterschool Care and Forest Kindergarten

Administering Medication Policy

At Auchinairn Afterschool Care and Forest Kindergarten, the health and well-being of every child is our top priority. Administering medication to children is a responsibility we take very seriously, and we have established this policy to ensure that all medications are given safely, accurately, and in accordance with both legal requirements and best practices. This policy outlines the procedures and guidelines for administering medication to children in our care, ensuring that each child receives the appropriate medication at the correct dosage and time. By adhering to these guidelines, we aim to provide a safe and supportive environment for all children, promoting their health and enabling them to thrive.

If a child attending Auchinairn After School Care & Forest school Ltd or Auchinairn Forest Kindergarten requires medication of any kind, their parents or carers must complete the "Permission to Administer Medicine form" and "Record of Medication Received" form in prior to the administration of all medicines. Staff will not administer any medication without such prior written consent.

Both "Permission to Administer Medicine form" and "Record of Medication Received" must be completed by a senior member of staff present to ensure forms are completed fully and accurately.

If a child requires prescription medication then the following procedure will be followed:

Prescription Medication

- ✦ Prior to completing any of the forms relating to the administration of medicine, senior staff will complete the "Medication Checklist" (see attached sheet)
- ✦ Senior staff will ensure the "Permission to Administer Medication" form is completed by the child's parents/carers prior to the administration of all medicines (see attached sheet)
- ✦ Senior staff will ensure the "Record of Medication Received" form is completed and signed by the child's parents/carers prior to the administration of all medicines (see attached sheet)
- ✦ Children who require medication will not be able to attend the setting unless BOTH "Permission to Administer Medicine" and "Record of Medication Received" forms are completed and medication is given to a senior member of staff by the parent/guardian.
- ✦ The first dose of a new medicine must be administered by the parents/carers prior to staff administering it due to the possibility of allergic reactions. This good practice point would obviously not include emergency medication such as an adrenaline pen where the risk of not giving it could outweigh any adverse reaction.
- ✦ Only staff approved by manager or depute will give medication and one witness will administer medication – both staff will sign the Medication Form. Parents will be notified via text message and staff will ensure that parents sign the form when they collect their child, to make them aware of the date and time their child received the medication.
- ✦ If a child refuses medication then a note will be made on the form and the parent/carer will be contacted.
- ✦ Consent to administer each medication should be time limited depending on the condition each medication is to treat (For example, seven days when a course of antibiotics or treatment of an infection with eye drops is for seven days)
- ✦ When medication is returned to parents/carers the "Record of Medication" form and "Medication checklist" must be completed by senior staff and signed by the parents/carers

- ✎ Medication such as antibiotics (short-term) will not be passed from service to school or school to service. Forms for this service need adults completing. NO meds should be carried in the bag of a child.
- ✎ Where medication is long-term, renewing meds (i.e. inhalers) can only occur where they are replaced at the same time.
- ✎ Removing long-term medication (i.e. inhalers) must include replacing. Your child will not attend unless replaced at same time.
- ✎ If there is any confusion or difference between the dosage instruction from the parents/carers and that found on the product/patient information leaflet or dispensing label, the service should seek advice from their local pharmacist or GP's surgery as soon as possible. Any advice from the pharmacist or GP should be documented.
- ✎ At the start of each term, all consent, dosage and required medication should be checked.

Non-Prescription Medication

Auchinairn Afterschool Care and Forest Kindergarten will not accept or administer any medication that has not been prescribed by a doctor or pharmacist. We will not keep medicines like Calpol or Piriton on site.

Staff Medication

Medication for staff should be stored in a readily accessible position, but out of reach of children.

Storage of medication

- ✎ Medication will be stored securely in a location which is out of reach of children in an area that is below 25oC. If required, the medication will be refrigerated. Medication taken outdoors will be stored in a closed bag (i.e. Meds Bag) and will be hung from a tree out of reach from children.
- ✎ Each individual child's medication should be kept separate and stored in an individual container; provided by parent/carers, staff will ensure the container is clearly labelled with the child's name, photo, date of birth and expiry date before being stored.
- ✎ If special requirements for the storage of medication are needed, Auchinairn Afterschool Care and Forest Kindergarten will follow manufacture/pharmacist/doctors instructions where possible.
- ✎ All medications should be in the original containers or will not be administered. All medicines should have the pharmacist's details and notes attached.
- ✎ The medication's packaging and accompanying patient information leaflet will include instructions about how to store the medicine

Long-Term Medical Conditions

- Where a child needs to receive medication over a long period of time, (for example where they require a salbutamol inhaler), consent will be reviewed at the start of each new school term to check that the medication is still required, and that the dose has not changed. Senior staff should complete the child's medication log each time the child receives medication.
- Staff will ensure that all medication is with in date, daily, and will notify a member of management at least 3 weeks prior to expiry date. After which Auchinarin Afterschool Care and Forest Kindergarten will notify the parent/carer and request a new replacement. Replacement medication should be given to Auchinarin Afterschool Care and Forest Kindergarten within 2 weeks of being requested.

- If/When long term medication is administered staff will check amount/quantity (i.e. shake inhaler and check level in bottle) of medication, ensuring there is a sufficient amount remaining for future use.

Emergency Medication

If staff suspected a child or adult is suffering from anaphylaxis the following procedure should be followed:

- ☞ Call emergency services on 999 or 112
- ☞ Explain that you suspect the individual is suffering from anaphylaxis and describe symptoms.
- ☞ Tell the operator the individuals' age and any other known medical condition (i.e. asthmatic, pregnant, etc.)
- ☞ Follow operators' advice.

Staff can refuse access to the service of any child in line with the "Recommended periods of absence for children with infectious illness Guidelines".

- ☞ Health and Social Care Standards (2017) - 1.24, 3.14, 4.11
- ☞ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) - QI 1.2 Leadership of learning, QI 2.1 Safeguarding and child protection, QI 3.1 Ensuring wellbeing, equality and inclusion, QI 3.2 Securing children's progress
- ☞ Standards for Childhood Practice (SSSC, 2008) - Standard 3: Professional knowledge and understanding, Standard 4: Leading and managing practice, Standard 6: Developing self, Standard 7: Communication
- ☞ Children and Young People (Scotland) Act 2014 / GIRFEC - SHANARRI indicators (Healthy, Safe, Included)
- ☞ UNCRC - Article 3, Article 24
- ☞ Education (Scotland) Act 1980 & Standards in Scotland's Schools Act 2000
- ☞ Equality Act 2010
- ☞ Medicines Legislation - Medicines Act 1968, Misuse of Drugs Act 1971
- ☞ Public Services Reform (Scotland) Act 2010
- ☞ Care Inspectorate Guidance - *Management of Medication in Daycare of Children and Childminding Services* (2011, updated 2016)

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Admissions

Our Kindergarten provides places for 24 children daily, with 8 places offering an extended session until 6pm.

Allocation of Places:

- ✦ Places are allocated in order of application date.
- ✦ Priority may be given to children who have siblings already attending the service.

1140 Funded Hours

- ✦ Funded places are available for children from 3 years of age.
- ✦ Parents must apply for funding via East Dunbartonshire Council. Information and application forms are available on the Council website.
- ✦ Required documents: child's birth certificate, council tax bill, and utility bill. These must be uploaded when applying and provided to our service before admission.
- ✦ Applications are open from January to the last day of February each year.

Delivery Model Options:

Extended Year

- ✦ 2 days 9am–6pm and 1 day 9am–2.30pm
- ✦ 3 days 9am–3pm and 1 day 9am–2.30pm

Parents may choose to split funding between more than one provider, e.g. between a local authority early years centre, a funded provider, or across council areas/childminders.

Changing Allocations:

- ✦ Requests for changes must be made by email.
- ✦ Four weeks' notice is required.
- ✦ One change per term is permitted. Additional changes will be considered individually by the management team.

Settling In

We aim for children to feel safe, happy, and secure at Kindergarten, and for parents to feel confident that their child's wellbeing and development are supported.

Our objectives are to:

- ✦ Support each child's individual needs during their transition.
- ✦ Build strong partnerships with parents and carers.
- ✦ Ensure each child develops a trusting relationship with their key person.

Settling-In Procedures:

- ✦ Parents receive information about our policies and procedures at induction (via email or in person).
- ✦ Parents and children are encouraged to visit the nursery before admission.

- ✎ Settling-in visits (1–2 hours) are planned over 1–2 weeks, free of charge, tailored to age, stage, and individual needs.
- ✎ Parents are reassured and supported if their child requires more time to settle.
- ✎ Where possible, parents are encouraged to separate gradually, beginning with short absences.
- ✎ Each child is assigned a key person before starting. The key person supports the child and family during settling-in and throughout their time at nursery.
- ✎ If a child bonds with another staff member, the key person may be reviewed to best meet the child's needs.
- ✎ We respect the needs of families who cannot stay for long periods and provide regular reassurance and updates on their child's progress.

- ✎ Health and Social Care Standards (2017) – 1.1 Accepted and valued, 1.6 Reach potential, 2.6 Positive relationships, 2.17 Involved in decisions, 3.1 Responsive staff, 4.27 Well-planned service
- ✎ HGIOELC (2016) – QI 2.5 Family learning, 2.7 Partnerships with parents, 3.1 Wellbeing, equality & inclusion, 3.2 Securing progress
- ✎ Standards for Childhood Practice (SSSC, 2008) – 3 Professional knowledge, 4 Leading practice, 6 Developing self, 7 Communication
- ✎ SSSC Codes of Practice (2016/2024) – 1 Promote rights, 2 Communicate effectively, 3 Promote safety, 6 Be accountable
- ✎ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included
- ✎ UNCRC – Article 3 Best interests, 12 Right to be heard, 18 Respect for parents, 28 Education, 29 Develop potential
- ✎ Curriculum for Excellence (3–18) – Four capacities: Successful Learners, Confident Individuals, Responsible Citizens, Effective Contributors
- ✎ Public Services Reform (Scotland) Act 2010 – Compliance with Care Inspectorate standards

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Absent Child Policy

Afterschool Care

To ensure smooth running of the service, we ask parent to inform us when a child will not attend the service on any booked session, preferably before noon. This will avoid any unnecessary delays in transporting children to the forest or unnecessary worry for the staff collecting at the end of the school day.

As per our safeguarding policy we are required to contact police services if your is not at the school collection place, and we cannot establish contact from any parent/guardian. This is to ensure child safety, so please inform of any absences as soon as possible.

Procedure

- ✦ If a child does not arrive at the collection point, or are not at their classroom for collection, the staff member must inform the Manager/Senior.
- ✦ Senior staff will establish if parent/carers have already notified the service of their child's absence.
- ✦ Staff should check with the school office, to ascertain if the child was present at school, this information must be relayed to senior.
- ✦ If child was not at school/ nursery that day, staff should ask education establishment if they have followed their absent child procedure.
- ✦ If child had been present in school, and the service have not been notified, senior staff will make contact with child's emergency contacts.
- ✦ If contact cannot be made by the senior with all of the child's emergency contacts, after 15 minutes, we are required to contact the police.
- ✦ Staff collecting should remain at the school, until the situation has been resolved, parent/carers has been in contact, or until the senior member of staff arrives to take over.

Breakfast Club

To ensure smooth running of the service, we ask parent to inform us when a child will not attend the service on any booked morning, before 8am. This will avoid any unnecessary delays in transporting children to school.

Ensure your child arrives in enough time for breakfast, breakfast is served between 7.30am and 8.15am, to ensure we have sufficient time to transport all children to school, we will stop serving breakfast at this time.

Staff may leave as early as 8.30am to transport children to school, so ensure you have dropped off before then.

If a child is not dropped off by 8.15am, and there has been no notice from a parent/guardian, senior staff will contact a parent/guardian. If we receive no answer, they staff will continue on the school run. If a parent is running late, it is at the discretion of the senior staff whether or not they are able to wait for the child.

Kindergarten

The kindergarten requires you to phone before 9am, if your child is unable to attend that day for any reason.

If the Kindergarten has not been contacted by this time, the Manager/Depute will arrange to **contact parents and/or emergency contacts by telephone** to establish a **reason for absence**.

In the event of being unable to contact parents or emergency contacts, the Manager/Depute may have to consider making arrangements to make a **home visit**. This procedure is in place **to safeguard your child**.

Informing of Absence

To inform the staff of any absences please do the following:

- ✎ Call or text the service at the earlier possible opportunity to inform of your child's absence. Call or text 07584514181 or 07720086816. We ask that you contact us via phone and not via email as we do not always have staff in admin every day, so to avoid any information being missed, please call or text.
- ✎ Inform staff when your child will return to the service.

Full Day Care/Holiday

If a child booked in for a session is not dropped off by 9.30am, staff will try to make contact with a parent/carer. If no contact is made and it is deemed necessary advice will be sought out from East Dunbartonshire Social Work Advice and Response Team on 01417773000 or the Out of Hours Standby Service on 03003431505.

School Trips or Clubs

We understand that there are occasions where the children will attend clubs or go on trips with their school, however, if your child is not at the pick up point at 3pm due to attending a trip or club, the staff will not be able to collect your child. We have to keep to strict pick up schedules and staff to child ratios, and are unable to wait at school for children arriving late.

If you wish for your child to still attend forest school on these occasions, you can drop them to us wherever the sessions is taking place.

If your child does not attend the service due to a school trip or club, the session will still need to be paid for. There is a 4-week notice period for removing or changing days.

- ✎ Health and Social Care Standards (2017) – 3.14, 4.11
- ✎ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.1 Safeguarding and child protection, QI 3.1 Ensuring wellbeing, equality and inclusion
- ✎ Standards for Childhood Practice (SSSC, 2008) – Standard 3: Professional knowledge and understanding, Standard 4: Leading and managing practice, Standard 7: Communication
- ✎ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Protect and promote rights and interests, Code 2 Communicate openly and effectively, Code 3 Promote safety and wellbeing, Code 6 Be accountable for quality of work

- ✦ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Healthy, Included)
- ✦ UNCRC – Article 3, Article 19, Article 28
- ✦ Education (Scotland) Act 1980 & Standards in Scotland's Schools etc. Act 2000
- ✦ Equality Act 2010
- ✦ Public Services Reform (Scotland) Act 2010
- ✦ National Guidance for Child Protection in Scotland (2021)

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Anti-Bullying Policy

Auchinairn Afterschool Care and Forest Kindergarten will provide a supportive, caring and safe environment in which all children are free from the fear of being bullied. Bullying of any form is not tolerated in our service, whether carried out by a child or an adult. Staff, children and parents or carers will be made aware of the service's position on bullying. Bullying behaviour is unacceptable in any form. Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the supervisor. A clear account of the incident will be recorded in an Incident form. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

Auchinairn Afterschool Care and Forest Kindergarten defines bullying as the **repeated** harassment of others through emotional, physical, psychological or verbal abuse

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

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

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

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

Preventing bullying behaviour

Staff at Auchinairn Afterschool Care and Forest Kindergarten will foster an anti-bullying culture in the following ways:

- ✦ Encouraging caring and nurturing behaviour
- ✦ Discussing friendships and encouraging paired, group and team play
- ✦ Encouraging children to report bullying without fear
- ✦ Discussing the issues surrounding bullying with the children, including why bullying behaviour will not be tolerated
- ✦ Exploring the consequences of bullying behaviour with the children.

Responding to bullying behaviour

Auchinairn Afterschool Care and Forest Kindergarten acknowledges that despite all efforts to prevent it, bullying behaviour is likely to occur on occasion. Should such incidents occur, the service will respond in accordance with the following principles:

- ✦ We will address all incidents of bullying thoroughly and sensitively.
- ✦ Victims of bullying will be offered the immediate opportunity to discuss the matter with a member of staff who will reassure the child and offer support.
- ✦ They will be reassured that what they say will be taken seriously and handled sympathetically.
- ✦ Staff will support the individual who has been bullied, keeping them under close supervision, and checking their welfare regularly.

- ✎ If another child witnesses bullying and reports this, staff will reassure them that they have done the right thing. Staff will then investigate the matter.
 - ✎ If a member of staff witnesses an act of bullying, involving children or adults at the service, they will inform the supervisor.
 - ✎ Children who have bullied will be helped by discussing what has happened, establishing why the child became involved. Staff will help the child to understand why this form of behaviour is unacceptable and will encourage him/her to change their behaviour
 - ✎ If bullying behaviour persists, more serious actions may have to be taken, as laid out in the promoting positive behaviour policy.
 - ✎ All incidents of bullying will be reported to the manager and will be recorded on an Incident form. The manager and other relevant staff will review the service's procedures in respect of bullying, to ensure that practices are relevant and effective.
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- ✎ Health and Social Care Standards (2017) – 1.2 Human rights respected, 1.6 Enabled to reach potential, 2.25 Feel safe, 3.14 Confidence in trained, competent staff, 4.3 Culture of respect and inclusion
 - ✎ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.1 Safeguarding and child protection, QI 2.3 Learning, teaching and assessment (positive relationships), QI 3.1 Ensuring wellbeing, equality and inclusion
 - ✎ Standards for Childhood Practice (SSSC, 2008) – Standard 3: Professional knowledge and understanding, Standard 4: Leading and managing practice, Standard 6: Developing self, Standard 7: Communication
 - ✎ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Promote rights and respect diversity, Code 2 Communicate openly and effectively, Code 3 Promote safety and wellbeing, Code 6 Be accountable for quality of work
 - ✎ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included)
 - ✎ UNCRC – Article 2 Non-discrimination, Article 3 Best interests of the child, Article 12 Right to be heard, Article 19 Protection from harm, Article 28 Right to education, Article 29 Respect for human rights and diversity
 - ✎ Education (Scotland) Act 1980 & Standards in Scotland's Schools etc. Act 2000 – Duties around pupil welfare and positive ethos
 - ✎ Equality Act 2010 – Protection against discrimination, harassment, and victimisation
 - ✎ Public Services Reform (Scotland) Act 2010 – Requirement for regulated services to uphold national standards of care
 - ✎ Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (2017) – National framework for anti-bullying in schools and childcare

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Breakfast Club Policy

Auchinairn Afterschool Care and Forest Kindergarten is committed to ensuring the safety and well-being of the children in our care. To address instances of late drop-offs, we have established the following procedures:

- Senior staff will contact the parent or carer if a child is not dropped off by 8:15 am.
- If there is no response, staff will proceed with their scheduled school run.
- If a parent or carer is running late, it is at the discretion of senior staff to decide whether they can wait for the child.
- Consistent lateness may result in occasions where our service is unable to drop the child at school.

Providing Breakfast

Providing a healthy breakfast is crucial for the overall well-being and development of children. A nutritious breakfast supplies essential nutrients and energy needed to start the day, enhancing concentration, memory, and academic performance. It helps regulate blood sugar levels, preventing mid-morning energy crashes and promoting better mood and behaviour. Additionally, a balanced breakfast can establish healthy eating habits, reduce the risk of obesity, and support physical growth and development. By ensuring children have a healthy breakfast, we are setting the foundation for their long-term health and success.

To ensure your child has ample time to eat their breakfast, without being hurried, please ensure they are dropped off before 8.15am, if you drop off after this time we will not be able to provide breakfast, as we will have to depart for the school run on time.

- ✎ Health and Social Care Standards (2017) – 1.14 Healthy meals and snacks, 1.31 Children supported to be healthy, 3.14 Confidence in trained, competent staff, 4.11 High-quality care based on evidence and best practice
- ✎ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.1 Safeguarding and child protection, QI 2.5 Family learning, QI 3.1 Ensuring wellbeing, equality and inclusion, QI 3.2 Securing children's progress
- ✎ Standards for Childhood Practice (SSSC, 2008) – Standard 3: Professional knowledge and understanding, Standard 4: Leading and managing practice, Standard 6: Developing self, Standard 7: Communication
- ✎ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Promote rights and wellbeing, Code 2 Communicate openly and effectively, Code 3 Promote safety and wellbeing, Code 6 Be accountable for quality of work
- ✎ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Healthy, Nurtured, Included)
- ✎ UNCRC – Article 3 Best interests of the child, Article 24 Right to health, nutrition and wellbeing, Article 28 Right to education
- ✎ Education (Scotland) Act 1980 & Standards in Scotland's Schools etc. Act 2000 – Duty to promote children's health, welfare, and access to education

- ☛ Equality Act 2010 – Ensuring fair access to meals and inclusion for all children
- ☛ Public Services Reform (Scotland) Act 2010 – Requirement for regulated services to uphold national standards of care
- ☛ Nutritional Guidance for Early Years: Food Choices for Children Aged 1–5 in Early Education and Childcare Settings (Scottish Government, 2006) – Best practice in promoting healthy nutrition

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Change of Days Policy

We understand that during a school year there may be changes in circumstances for families who use our service. We aim to be as flexible as possible in regard to changing, adding, and removing days.

There is, however, significant administration tasks involved in the change of a child's days. For this reason, over the period of one school year, August to June, a parent/guardian may change, add or remove days on one occasion free of charge, any changes requested after this will incur a £10 charge. This will be £10 per change thereafter.

We have a limited number of children allowed per day, therefore only changes that do not exceed these limits can be facilitated. There is also a two day per week minimum for sessions, so only changes where there is still two days per week selected can be considered.

- ✦ Health and Social Care Standards (2017) – 1.2 Human rights respected, 1.6 Enabled to reach potential, 2.3 Supported to understand and exercise rights, 4.2 Organisation demonstrates principles of equality and fairness, 4.23 Service is stable and sustainable
- ✦ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.1 Safeguarding and child protection, QI 2.7 Partnerships with parents and carers, QI 3.1 Ensuring wellbeing, equality and inclusion
- ✦ Standards for Childhood Practice (SSSC, 2008) – Standard 3: Professional knowledge and understanding, Standard 4: Leading and managing practice, Standard 7: Communication
- ✦ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Promote rights and choices, Code 2 Communicate openly and effectively, Code 6 Be accountable for quality of work and follow agreed procedures
- ✦ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Included, Respected, Safe)
- ✦ UNCRC – Article 2 Non-discrimination, Article 3 Best interests of the child, Article 12 Right to be heard, Article 18 Respect for parents' role
- ✦ Education (Scotland) Act 1980 & Standards in Scotland's Schools etc. Act 2000 – Duties around access to early learning and childcare
- ✦ Equality Act 2010 – Ensuring policies and fees are applied fairly and without discrimination
- ✦ Public Services Reform (Scotland) Act 2010 – Requirement for regulated services to maintain fairness, transparency, and compliance with registration conditions

Signed N Morton

Date 01/09/2025

Review date: August 2025



Auchinairn Afterschool Care and Forest Kindergarten

Complaints Policy and Procedure

Rationale

Auchinairn Afterschool Care (AASC) and Forest Kindergarten (AFSK) aims to provide the highest quality care and education for children attending by upholding the principles of GIRFEC. We will endeavour to ensure children are happy during their time at our services and that parents and carers are pleased and satisfied with the quality of the afterschool care and Kindergarten. AASC and AFK will listen and take seriously any concerns or issues raised by parents and take appropriate steps to resolve any problems.

AASC and AFK have written this policy to ensure that best practice and procedures are carried out at our services. This policy complies with The Early Years Framework.

We welcome any feedback and comments. Feedback from families, educators, staff and the wider community is fundamental in creating an evolving service and working towards the highest standard of care.

Our Aims

Auchinairn Afterschool Care and Forest Kindergarten aims to:

- ✎ Provide the highest quality care and development for all children attending the Service.
- ✎ Provide a warm and caring environment within which all children can develop as they play
- ✎ Work in partnership with parents/carers to meet their needs and the needs of the children
- ✎ Welcome comments/suggestions on how to improve the service
- ✎ Quickly and informally resolve concerns through discussion with the appropriate member of staff
- ✎ That all comments and complaints will be taken seriously and dealt with fairly and confidentially
- ✎ That if a parent/carers is not satisfied with any aspect of the provision and cannot informally resolve the issue they may then follow the Services Complaints Procedures.

Purpose

We aim to investigate all complaints and grievances with a high standard of equity and fairness. We will ensure that all persons making a complaint are guided by the following policy values:

- ✎ Commitment to fairness and justice
- ✎ Promotion of a culture free from discrimination and harassment
- ✎ Implementation of transparent policies and procedures
- ✎ Provision of opportunities for further investigation
- ✎ Dedication to upholding our aims and objectives

Procedure

Under normal circumstances, the Manager will be responsible for managing complaints.

If a complaint is made against the Service Manager, the Depute Manager will conduct the investigation.

All complaints made to staff will be recorded in detail in incident forms.

When the complaint involves a family member, the most senior member of staff (out with the family) will conduct the investigation.

Stage One

If a parent/carer has a complaint about some aspect of the Service, or about the conduct of an individual member of staff, it will often be possible to resolve the problem by simply speaking to the individual concerned and/or to the Service Manager. An incident report will be written and evidence of closure on the matter will be documented on the incident form and stored. The Service is committed to open and regular dialogue with parents/carers and the Service welcomes all comments on its service, regardless of whether they are positive or negative.

In the first instance, parents/carers are encouraged to speak directly to the manager, if deemed appropriate. If not, the Depute Manager should be approached and will try to resolve the problem. If a satisfactory resolution cannot be found, then Stage Two of the procedure will formally come into operation.

Staff will text the manager about incidents, concerns and issues (where there may be a threat/danger to the ethos of the service) and complete an incident form for the managers review signature.

Stage Two

If informal discussions of a complaint or problem have not produced a satisfactory resolution to the situation, parents/carers should put their complaints in detail in writing to the Manager, Auchinairn Afterschool Care Ltd, Unit 2, 173 Auchinairn Road, Auchinairn Road, Bishopbriggs, G64 1NG. Relevant names, dates, evidence and any other important information on the notion of the complaint should be included.

The service will acknowledge receipt of the complaint as soon as possible and fully investigate the matter within 15 working days. If there is a delay, the Service will advise the parents/carers of this and offer an explanation. The Manager will be responsible for sending them a full and formal response to the complaint.

The formal response to the complaint from the Service will be sent to the parent/carer concerned and copied to all relevant members of staff, if appropriate. The responses will include recommendations for dealing with the complaint and for any amendments to the Service policies or procedures emerging from the investigation.

The Manager will arrange a time to meet the parent/carer concerned and any other relevant individuals, such as members of staff, to discuss the complaint and the Service's response to it. The Manager will judge if it is best for all parties to meet or if individual meetings are more appropriate.

If at the conclusion of this process parent/carers remain dissatisfied with the response they have received, the original complaint along with the Servicer response will be passed to Care Inspectorate.

Making a complaint to The Care Inspectorate

Any parent/carer can, at any time, submit a complaint to the Care Commission about any aspect of registered childcare provision.

Address:

Care Inspectorate

Compass House

11 Riverside Drive

Dundee

DD1 4NY

Email: enquiries@careinspectorate.com

Telephone: 0345 600 9527

Additional Information

Additional information on complaints can be found at:

<https://www.gov.uk/government/organisations/department-for-education/about/complaints-procedure>

- ✱ Health and Social Care Standards (2017) – 4.20 People’s rights are respected; 4.21 I can complain or raise concerns; 4.22 Complaints are handled sensitively and effectively; 4.23 Service is stable and sustainable
- ✱ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.7 Partnerships with parents and carers, QI 3.1 Ensuring wellbeing, equality and inclusion, QI 3.2 Securing children’s progress, QI 1.2 Leadership of learning (responsiveness and accountability)
- ✱ Standards for Childhood Practice (SSSC, 2008) – Standard 3: Professional knowledge and understanding, Standard 4: Leading and managing practice, Standard 7: Communication
- ✱ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Respect and promote rights, Code 2 Communicate openly and effectively, Code 6 Be accountable for quality of work and address concerns appropriately
- ✱ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Respected, Included)
- ✱ UNCRC – Article 3 Best interests of the child, Article 12 Right to be heard, Article 19 Protection from harm
- ✱ Education (Scotland) Act 1980 & Standards in Scotland’s Schools etc. Act 2000 – Duties regarding pupil welfare and parental involvement
- ✱ Equality Act 2010 – Ensuring complaints procedure is accessible and non-discriminatory
- ✱ Public Services Reform (Scotland) Act 2010 – Requires services to have a clear complaints procedure and make it accessible to families
- ✱ Care Inspectorate Regulations and Guidance – Requirement that parents and carers can raise complaints directly with the Care Inspectorate

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Confidentiality Policy

Auchinairn Afterschool Care and Forest Kindergarten is required by law to keep records on all children attending. These records include a daily register, personal details, children's profiles, additional support paperwork, emergency contacts and a record of accidents/incidents.

Auchinairn Afterschool Care and Forest Kindergarten has a clear policy on confidentiality, which is set below. This policy is made known to all staff and parents:

- ☛ Should a parent wish to access their child's information, they must make a request to a member of management.
- ☛ Staff are discreet when dealing with information made known to them and will take measures to protect the privacy of parents and their children.
- ☛ Any evidence relating to child will be kept in a confidential file and will be shared on a need to know basis.
- ☛ All registration forms and records of children are kept in a secure location, either in a locked office or online.
- ☛ Information may be shared with local authorities and/or Social Work Services in line with guidance and regulations. Parental consent may be obtained if appropriate.
- ☛ All information about health, family circumstances, children's development and behaviour shared with staff and other agencies will be treated with the strictest confidence.
- ☛ Any information stored electronically will be kept in a safe and secure manner.
- ☛ When a child leaves Auchinairn Afterschool Care or Forest Kindergarten their information will be retained/deleted in compliance with the Data Protection Act 2018 and retention guidance from Care Inspectorate.
- ☛ Staff will not discuss individual children with people other than the parents/carers of that child.
- ☛ Information given by parents/carers to staff will not be passed on to third parties.
- ☛ Any anxieties/evidence relating to a child's personal safety (Child Protection) will be kept in a confidential file and will not be shared within the service except for the child's key worker and management. Staff will know on a need to know basis.
- ☛ Photographs will be deleted from our records when a child leaves the service unless used for archive purposes with parent consent.
- ☛ The service complies with all requirements of the Data Protection Act 2018.

- ☛ Health and Social Care Standards (2017) – 2.14 Information kept confidential, 2.15 Sensitive information only shared when appropriate, 3.14 Confidence in trained, competent staff, 4.11 Care based on evidence, guidance and best practice
- ☛ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.1 Safeguarding and child protection, QI 2.7 Partnerships with parents and carers, QI 3.1 Ensuring wellbeing, equality and inclusion

- ✎ Standards for Childhood Practice (SSSC, 2008) – Standard 3: Professional knowledge and understanding, Standard 4: Leading and managing practice, Standard 6: Developing self, Standard 7: Communication
- ✎ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Protect rights and promote interests, Code 2 Communicate appropriately and respectfully, Code 3 Promote safety and wellbeing, Code 6 Maintain clear and accurate records, respect confidentiality and legal requirements
- ✎ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Respected, Included)
- ✎ UNCRC – Article 3 Best interests of the child, Article 12 Right to be heard, Article 16 Right to privacy, Article 19 Protection from harm
- ✎ Education (Scotland) Act 1980 & Standards in Scotland's Schools etc. Act 2000 – Duties regarding pupil welfare and safeguarding information
- ✎ Equality Act 2010 – Ensures confidentiality policies are applied fairly and inclusively
- ✎ Public Services Reform (Scotland) Act 2010 – Services must meet national standards in handling personal data and confidentiality
- ✎ Data Protection Act 2018 / UK GDPR – Legal framework for handling, storing, and sharing personal data securely and lawfully
- ✎ National Guidance for Child Protection in Scotland (2021) – Information sharing must balance confidentiality with the duty to protect children

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Duty of Candour Policy

All health and social care services in Scotland have a duty of candour. This is a legal requirement which means that when things go wrong and mistakes happen, the people affected understand what has happened, receive an apology, and that organisations learn how to improve for the future.

Duty of Candour Procedure

In the event of an unintended or an unexpected incident that results in harm or injury that lasts more than 28 days or death to any child at our setting, Auchinairn Afterschool Care and Forest Kindergarten will follow our Duty of Candour Policy.

We will acknowledge when something goes wrong within our setting.

As soon after the incident, we will speak to the family members affected by the incident.

- We will be honest and be open about the incident. We will give as much detail as possible about the incident.
- All Candour incidents will be monitored, recorded, and reported to the relevant organisations immediately after the family members have been informed. This will be done as soon as all evidence is gathered and within 24 hours.
- We will act straight away to reduce the risk of the incident happening again. A risk assessment will be carried out and recorded.
- We will complete 'Action Plans' to highlight what we intend to do to reduce the risk. The family will receive the action plans so they can see what action the nursery is taking, and we are taking it seriously.
- We will meet with family members to reassure them. The meeting will take place at Nursery. The Manager / Deputy Manager will attend the meeting and speak with the family. There may also be other third parties at the meeting who have been caring for the harmed / injured person.
- We will ensure that staff feel supported and confident while reporting Duty of Candour incidents. Staff will undergo training. The nursery will also make other third parties available for staff to gain support from when the Duty of Candour has been used.
- We will continue to support the family of the harmed person if needed.
- We will work closely with all relevant third parties to ensure the incident can never happen again.
- We will provide further training to staff to ensure the incident cannot happen again.
- We will provide the Care Inspectorate with an annual report for our Duty of Candour.

Duty of Candour Annual Report

An important part of this duty is that we provide an annual report about the duty of candour in our services. Our latest report can be found posted on the wall in our setting.

- ☛ Health and Social Care Standards (2017) – 2.7 I am informed about decisions taken about me, 4.8 I am supported to make informed choices, 4.20 People's rights are respected, 4.21 I can complain or raise concerns, 4.22 Complaints and concerns are dealt with sensitively and effectively
- ☛ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 1.2 Leadership of learning (ethical practice), QI 2.1 Safeguarding and child protection, QI 3.1 Ensuring wellbeing, equality and inclusion
- ☛ Standards for Childhood Practice (SSSC, 2008) – Standard 3: Professional knowledge and understanding, Standard 4: Leading and managing practice, Standard 6: Developing self, Standard 7: Communication
- ☛ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Respect and promote rights, Code 2 Communicate openly and honestly, Code 3 Promote safety and wellbeing, Code 6 Be accountable for quality of work
- ☛ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Respected, Included)
- ☛ UNCRC – Article 3 Best interests of the child, Article 12 Right to be heard, Article 16 Right to privacy, Article 19 Protection from harm
- ☛ Health (Tobacco, Nicotine etc. and Care) (Scotland) Act 2016 – Statutory duty of candour procedure for health and social care services
- ☛ Education (Scotland) Act 1980 & Standards in Scotland's Schools etc. Act 2000 – Duties around pupil welfare and safeguarding
- ☛ Equality Act 2010 – Ensuring candour procedures are applied fairly and inclusively
- ☛ Public Services Reform (Scotland) Act 2010 – Regulated services must be accountable and transparent to the Care Inspectorate

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Emergency Closure Policy

The safety of our staff and the children who use our service is always our top priority, which means there may be certain circumstances which will force us to close the building or make alternative arrangements for our service.

Unexpected damage to premises

Auchinairn Afterschool Care and Forest Kindergarten strive to provide a safe and secure environment for all children and staff, in the unlikely occurrence of our premises becoming uninhabitable due to unforeseen damages (i.e. flood, fire, no water, no heating) we may need to close at short notice.

We will do our best to keep parents informed at the earliest opportunity.

As these occurrences are out with our control, fees would still need to be paid as normal.

Unexpected closure due to weather event

Auchinairn Afterschool Care and Forest Kindergarten will only close due to weather events in extreme circumstances. As these events often have no advance notice, AASC & AFK may have to close suddenly. If we have to close unexpectedly, we will inform all parents via text message or phone call. AASC & AFK strive to provide a safe and secure environment for children and staff, so will consider each event individually.

As these occurrences are out with our control, fees would still need to be paid as normal.

Unexpected School Closures

Schools may close unexpectedly due to various reasons, including industrial action. As there is often no prior notice Auchinairn Afterschool Care and Forest Kindergarten may need to take the decision to close. We understand schools unexpectedly closing may cause stress to parents and carers, therefore we strive to open for full day care whenever possible.

As industrial action is out with our control, fees would still need to be paid as normal.

Paying delayed or absent employees

If staff cannot get to work because of bad weather or travel disruption they must inform their employer of this as soon as possible.

There is no automatic legal right for staff to be paid for working time they have missed because of travel disruption or bad weather.

If employer-provided transport is cancelled because of bad weather or travel disruption, and staff was otherwise ready, willing and able to work, staff should be paid for any working time they have missed.

Paying workers when an employer decides to close

Workers who were ready, available and willing to work will usually be entitled to their normal pay:

- ☛ Of we must fully or partly close the business

- ✎ If we have reduced hours
- ✎ If other essential staff such as line managers are unable to get into work
- ✎ If staff who provide access to the building are unable to get into work

In special circumstances like these staff may be asked to work at the nearest accessible workplace, participate in other duties or work from home.

Alternative arrangements for disrupted work

The needs of parents and children will be our priority and where/if possible we will try to offer full day care where schools are closed.

We will keep in communication with staff and our aim is to be flexible, fair and consistent.

Alternative options may include:

- ✎ Allow workers to come in a little later than usual if the travel disruption or weather is expected to improve
- ✎ Use flexible working to let workers make up any lost working time
- ✎ Offer workers who can get into work the chance to swap shifts or work overtime
- ✎ Use homeworking for a temporary period
- ✎ Switch duties that can still be carried out
- ✎ Agree for workers to take time off as paid annual leave.

Employee Emergency Situations

In an emergency situation involving a dependent, anyone with employee status has the right to take unpaid time off.

Situations could include:

- ✎ School/nursery or childminder is closed and a worker cannot leave their child
- ✎ Caring arrangements for a disabled relative are cancelled
- ✎ A partner is seriously injured as a result of bad weather

This time is unpaid unless a contract or policy says otherwise.

An employee should talk to their employer as soon as they know they may need to take time off, explaining:

- ✎ What the issue entails
- ✎ The likely length of the absence
- ✎ That they are taking the time off to look after dependants.

We may agree that this time off be taken as annual leave, so the employer does not miss out on pay.

Staff and employees should make an arrangement with management.

Planning ahead to minimise difficulties

During adverse weather and travel disruptions, staff must contact senior management at the first opportunity via telephone call.

- ✎ To discuss alternative arrangements
- ✎ Employees should note the above and discuss each situation on an individual basis

Staff should take steps to plan ahead for such circumstances and should consider:

- ✎ How they can contact their employer if they are unable to get into work

- ✱ Alternative travel options that could get them into the workplace
 - ✱ If they can work flexible hours for a period of time
 - ✱ What tasks they may still be able to do from home
 - ✱ What urgent work needs covering if they are unable to work
 - ✱ What arrangements could be put in place for child care if schools close
 - ✱ Full day care will be offered at an additional charge
 - ✱ Payment for childcare should be paid in adverse weather situations.
-
- ✱ Health and Social Care Standards (2017) – 1.2 Human rights respected, 2.18 Access to information about decisions, 3.14 Confidence in trained, competent staff, 4.11 Care and support based on evidence and best practice, 4.23 Service is stable and sustainable
 - ✱ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 1.2 Leadership of learning (planning for contingencies), QI 2.1 Safeguarding and child protection, QI 3.1 Ensuring wellbeing, equality and inclusion, QI 3.2 Securing children's progress
 - ✱ Standards for Childhood Practice (SSSC, 2008) – Standard 3: Professional knowledge and understanding, Standard 4: Leading and managing practice, Standard 6: Developing self, Standard 7: Communication
 - ✱ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Protect and promote rights, Code 2 Communicate openly and effectively, Code 3 Promote safety and wellbeing, Code 6 Be accountable for quality of work
 - ✱ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Healthy, Nurtured, Included)
 - ✱ UNCRC – Article 3 Best interests of the child, Article 19 Protection from harm, Article 28 Right to education
 - ✱ Education (Scotland) Act 1980 & Standards in Scotland's Schools etc. Act 2000 – Duties to safeguard children's welfare in education and care
 - ✱ Equality Act 2010 – Ensuring emergency closure procedures are fair and inclusive for all families
 - ✱ Public Services Reform (Scotland) Act 2010 – Requirement for regulated services to uphold standards and keep families informed
 - ✱ Civil Contingencies Act 2004 – Legal framework for emergency planning and response (relevant to severe weather, pandemics, or major incidents)
 - ✱ Care Inspectorate Regulations and Guidance – Requirement to notify the Care Inspectorate of closures affecting service delivery

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Emergency Evacuation Policy

Emergency Evacuation Indoor Base

In the event of an emergency the service may have to evacuate the indoor base, where an emergency evacuation occurs, we aim to ensure minimal disruption to our quality of care. The following procedure will be followed:

- ✦ On the initial exit from the building staff will follow the fire procedure
- ✦ Named fire person will collect register and mobile phone (mobile phones will have all registration details for the children electronically stored)
- ✦ If required a first aid box should be taken from the building by the named fire first aider or fire person
- ✦ The fire person will check the building to ensure all persons have evacuated
- ✦ A full register will be taken; children should be supported to shout here when their name is called and sit or crouch down for the remainder of the register
- ✦ A headcount will be taken by a senior member of staff
- ✦ If we are not able to re-enter the building parents/carers should be informed via text or phone call to collect their child/ren
- ✦ If service can re-enter the building, all parents/carers should be informed at pick up of the incident, or via text/phone.
- ✦ Children will be informed by staff of the situation in a manner that is appropriate to their age and stage
- ✦ Named fire person will co-ordinate the contacting of emergency services if appropriate
- ✦ At the earliest opportunity after the event, an incident report will be drafted, as well as informing any relevant authorities, RIDDOR or Care Inspectorate.

Emergency Evacuation Woodland

In the event of an emergency the service may have to evacuate the woodland, where an emergency evacuation occurs, we aim to ensure minimal disruption to our quality of care. The following procedure will be followed:

- ✦ All staff must be informed of the emergency and the commencement of the emergency evacuation, this must be done in a way which will not incite panic amongst the children and young people
- ✦ Team leaders will call all children in their area over using the 'Emergency Call'
- ✦ Children will be quickly paired and escorted out of the woodland and onto buses using the safe walking procedure
- ✦ Once children are safe, they will be informed about the situation in a manner that is appropriate for their age and stage
- ✦ If we are unable to re-enter the woodland and commence our session, parents/carers will be informed and asked to collect their children, this may be at the indoor base depending on the situation.
- ✦ If the session can resume, children will be escorted back into woodland, and parents/carers will be informed at pick up or via text/call where needed

- ✎ An incident/accident/significant occurrence report will be completed at the earliest opportunity.
- ✎ Should authorities be informed, this will be done at the earlier opportunity, within the legal timescales.

- ✎ Health and Social Care Standards (2017) – 3.14 Confidence in trained, competent staff, 4.11 Care and support based on evidence and best practice
- ✎ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.1 Safeguarding and child protection, QI 3.1 Ensuring wellbeing, equality and inclusion
- ✎ Standards for Childhood Practice (SSSC, 2008) – Standard 3 Professional knowledge and understanding, Standard 4 Leading and managing practice, Standard 6 Developing self, Standard 7 Communication
- ✎ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Protect rights and promote interests, Code 2 Communicate openly and effectively, Code 3 Promote safety and wellbeing, Code 6 Be accountable for quality of work
- ✎ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Healthy)
- ✎ UNCRC – Article 3 Best interests of the child, Article 19 Protection from harm
- ✎ Fire (Scotland) Act 2005 – Duties for fire safety and evacuation procedures
- ✎ Civil Contingencies Act 2004 – Emergency planning responsibilities
- ✎ Care Inspectorate Guidance – Requirement to notify Care Inspectorate of serious incidents

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Equal Opportunities Policy

We aim to provide a setting that is free from discrimination, either direct or indirect, by educating our young children to celebrate cultures, religions and races throughout the world. Our children are looked after and educated in a setting which is non-gender stereotypical and promotes positive role models globally in many facets of life, such as religion, politics and sport. Our policy and procedures adhere to the Race Relations Act 1976 in that we will not discriminate on grounds of sex, race, colour, religion, and nationality, ethnic or national origins.

We achieve this by:

- ✦ Removing barriers to learning so that every child has an equal access to the full range of educational and care aspects of attending Nursery
- ✦ Employing staff who receive training and support to ensure their delivery is reflective of current government legislation with regards to Equal Opportunities
- ✦ Practitioners being positive role models who treat all within the community of the Nursery with respect, without exception

Anti-racism

The following procedures have been highlighted for the welfare and safeguarding of all children:

- ✦ Auchinairn Afterschool Care and Forest Kindergarten has zero tolerance of racism within the setting, and will act swiftly to address any matters that are raised by children, staff or parents. Action will be taken immediately should this be the case
- ✦ We promote a global picture and endeavour to make our setting welcoming for all. Children's work displayed promotes cultural awareness
- ✦ Our parent partnership is designed to meet the needs of all parents, and events that are special to a particular family are identified and planned effectively for
- ✦ We support children to understand the importance of kindness, consideration and fairness to all, and concentrate on pro-social behaviour which works in partnership with behavioural management

The role of the Staff

- ✦ Staff are expected to adhere to this policy and to carry out procedures to reduce or eliminate any aspects of equal opportunities that may be encountered by:
- ✦ Ensuring that all children are treated fairly and with equal regard
- ✦ Ensure that children with disabilities are included fully in activities or that 'reasonable adjustments' are made for them (DDA 1995)
- ✦ To review policies yearly to ensure they are up-to-date and reflective of current practice
- ✦ Safeguard children from discrimination, and act on any issues that may arise or seek support from a manager
- ✦ To provide toys and activities that are gender non-stereotypical and are fully inclusive
- ✦ Ensuring that colour is not accredited to gender
- ✦ Plan carefully and use supporting literature which promotes the significant contributions of women, for example, or people from non-European countries
- ✦ Dispel Urban myths

The role of the Manager/s

The Manager/s is responsible for equality throughout the setting. S/he is expected to:

- ✎ Implement and explain the Equal Opportunities Policy to staff and their roles within
- ✎ To provide training for new staff and refresher courses for staff who may not have attended training for some time
- ✎ Be involved with the recruitment of new staff with keen regard to the role of the practitioner with a particular emphasis on equal opportunities
- ✎ Treat and deal swiftly and effectively with any reports of anti-discriminatory practice throughout the setting

Monitoring and review

The overall responsibility for monitoring and the review of the effectiveness of the policy lies with the settings Manager/s, who is/are supported by the Deputy Managers.

This must include:

- ✎ Monitoring the progress of minority groups and making comparisons with the rest of the group
 - ✎ Monitoring and reviewing the staff recruitment policy
 - ✎ To monitor the outcomes of complaints relating to equal opportunities and to review the effectiveness of the outcomes
 - ✎ To monitor and review the Behavioural Policy and procedures, and to ensure that they are working in partnership
-
- ✎ Health and Social Care Standards (2017) – 1.2 Human rights respected, 1.6 Enabled to reach potential, 2.3 Supported to understand and exercise rights, 4.2 Organisation demonstrates principles of equality and fairness
 - ✎ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.7 Partnerships with parents and carers, QI 3.1 Ensuring wellbeing, equality and inclusion
 - ✎ Standards for Childhood Practice (SSSC, 2008) – Standard 3 Professional knowledge and understanding, Standard 4 Leading and managing practice, Standard 7 Communication
 - ✎ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Promote rights and choices, Code 2 Communicate openly and effectively
 - ✎ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Included, Respected)
 - ✎ UNCRC – Article 2 Non-discrimination, Article 3 Best interests of the child, Article 12 Right to be heard
 - ✎ Equality Act 2010 – Legal protection against discrimination, harassment, and victimisation
 - ✎ Public Services Reform (Scotland) Act 2010 – Requirement for regulated services to promote fairness and inclusion

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Exclusion Criteria

At Auchinairn Afterschool Care and Forest Kindergarten, the health and safety of all children and staff are of paramount importance. To ensure a safe and nurturing environment, it is essential to establish clear guidelines on exclusion criteria. These criteria are designed to protect the well-being of all individuals within our care by preventing the spread of infectious diseases and managing other health-related concerns effectively.

The purpose of this policy is to outline the specific conditions under which a child or staff member may be excluded from Auchinairn Afterschool Care and Forest Kindergarten. By adhering to these guidelines, we aim to minimize the risk of illness, promote a healthy environment, and ensure that all children receive the care and attention they need to thrive.

This policy is based on current best practices and recommendations from health authorities. It will be reviewed and updated regularly to reflect any changes in guidelines or emerging health concerns.

If you have any questions please contact your local Health protection Team (HPT)

Name: Public Health Protection Unit, Greater Glasgow and Clyde

Telephone Number: 0141 201 4917

- ✦ Any child who is unwell should not attend regardless of whether they have a confirmed infection
- ✦ Children with diarrhoea and/or vomiting should be excluded until they have no symptoms for 48 hours following their last episode
- ✦ Children with unexplained rashes should be considered infectious until assessed by a doctor
- ✦ Contact a member of the HPT if required for advice and always if an outbreak is expected

Infection or Symptoms	Recommended Exclusion	Comments
1. Rashes/Skin infections		
Athlete's Foot	None	Non-serious infection, children should be treated
Chickenpox (Varicella Zoster)	Until all vesicles have crusted over (usually 5 days)	Pregnant staff should seek advice from their GP if they have no history of having the illness.
Cold sores (herpes simplex).	None	Avoid kissing and contact with the sore.
German Measles (Rubella)	7 days before rash and 7 days after	Preventable by vaccination (MMR x 2 doses). Pregnant staff should seek prompt advice from their GP.
Hand Foot and Mouth (coxsackie).	None	If a large number of children affected contact HPT.

		Exclusion may be considered in some circumstances.
Impetigo (Streptococcal Group A skin infection).	Until lesions are crusted or healed or 48 hours after starting antibiotics .	Antibiotics reduce the infectious period.
Measles	4 days from onset of rash	Preventable by immunisation. (MMR x 2 doses). Pregnant staff should seek prompt advice from their GP.
Ringworm	Not usually required unless extensive.	Treatment is required.
Scabies	Until first treatment has been completed.	2 treatments are required including treatment for household and close contacts.
Scarlet fever.	Child can return 24 hours after starting appropriate antibiotic treatment.	Antibiotic treatment is recommended for the affected child.
Slapped cheek/fifth disease. Parvovirus B19.	None (once rash has developed).	Pregnant contacts of a case should consult their GP.
Shingles.	Exclude only if rash is weeping and cannot be covered.	Can cause chickenpox in those who are not immune, ie have not had chickenpox. It is spread by very close contact and touch.
Warts and verrucae.	None.	Verrucae should be covered in swimming pools, gymnasiums and changing rooms.

2. Diarrhoea and vomiting illness

Diarrhoea and/or vomiting.	48 hours from last episode of diarrhoea or vomiting.	
E. coli O157 STEC Typhoid and paratyphoid (enteric fever) Shigella (dysentery).	Should be excluded for 48 hours from the last episode of diarrhoea for E. coli O157. Further exclusion may be required for some children until they are no longer excreting. Exclusion is also variable for enteric fever and dysentery. HPT will advise.	Further exclusion is required for children aged 5 years or younger and those who have difficulty in adhering to hygiene practices.
Cryptosporidiosis.	Exclude for 48 hours from the last episode of diarrhoea.	Exclusion from swimming is advisable for 2 weeks after the diarrhoea has settled

3. Respiratory infections

Flu (influenza).	Until recovered.	If an outbreak/cluster occurs, consult your local HPT.
Tuberculosis.	Advised by HPT on individual cases.	Only pulmonary (lung) TB is infectious to others. Needs close, prolonged contact to spread.
Whooping cough (pertussis).	48 hours from starting antibiotic treatment, or 21 days from onset of illness if no antibiotic treatment.	Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks.

4. Other infections

Conjunctivitis.	None .	If an outbreak/cluster occurs, consult your local HPT.
Diphtheria.	Exclusion is essential. Always consult your local HPT.	Family contacts must be excluded until cleared to return by your local HPT. Preventable by vaccination.
Glandular fever.	None	
Head Lice	None	Treatment is recommended only in cases where live lice have been seen.
Hepatitis A.	Exclude until 7 days after onset of jaundice (or 7 days after symptom onset if no jaundice).	
Hepatitis B, C, HIV/AIDS.	None	Hepatitis B and C and HIV are bloodborne viruses that are not infectious through casual contact
Meningococcal meningitis/septicaemia.	Until recovered.	Meningitis ACWY and B are preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case.
Meningitis due to other bacteria.	Until recovered	Hib and pneumococcal meningitis are preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case.
Meningitis viral.	None	Milder illness. There is no reason to exclude siblings and other close contacts of a case. Contact tracing is not required.
MRSA.	None	Good hand hygiene and environmental cleaning.
Mumps.	Exclude child for 5 days after	Preventable by vaccination (MMR x2 doses).
Threadworms.	None	Treatment is recommended for the child and household contacts.
Tonsillitis.	None	There are many causes, but most cases are due to viruses and do not need an antibiotic.

- ✱ Health and Social Care Standards (2017) – 1.2 Human rights respected, 1.6 Enabled to reach potential, 2.25 I feel safe, 3.14 Confidence in trained, competent staff
- ✱ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.1 Safeguarding and child protection, QI 3.1 Ensuring wellbeing, equality and inclusion
- ✱ Standards for Childhood Practice (SSSC, 2008) – Standard 3 Professional knowledge and understanding, Standard 4 Leading and managing practice, Standard 7 Communication
- ✱ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Protect rights and promote interests, Code 2 Communicate openly and effectively, Code 3 Promote safety and wellbeing
- ✱ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Healthy, Included)

- ✍ UNCRC – Article 3 Best interests of the child, Article 19 Protection from harm, Article 24 Right to health
- ✍ Public Services Reform (Scotland) Act 2010 – Requirement for regulated services to uphold national standards
- ✍ NHS Health Protection Scotland Guidance – National exclusion periods for infection control

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Fees Policy

Once an aftercare or kindergarten place has been confirmed, Auchinairn Afterschool Care or Auchinairn Forest Kindergarten will provide a breakdown of fees.

Registration Fee

There is a £20 annual registration fee per child registering for the aftercare service and a £75 registration fee for any child registering for forest school Kindergarten, this is for the first year, this will reduce to £20 each year thereafter.

Aftercare

The annual registration fee will be included into monthly fees.

Kindergarten

The initial £75 registration fee is due up front to secure your space.

Fees

Auchinairn Afterschool Care and Forest School Kindergarten have the right to adjust fees throughout the year. We will consider all options before increasing fees during a school year. All fees will be reviewed in July for the new school term in August.

Aftercare	£19.50
Breakfast Club	£7
Full day care holidays	£46 / £43*
Half day care holidays(9am to 3pm)	£40.50 / £38.50*

*Reduced price for children who already attend service.

Fee Payment Terms

Fees are payable monthly in advance, by the 1st of each month via:

- ✍ Bank Transfer
- ✍ Standing Order
- ✍ Childcare Vouchers
- ✍ Tax-Free Childcare Account

Monthly fee calculation formula

For aftercare

£19.50 x number of days attending throughout year + additional fees(registration, early finish fee) / 11 months(August to June), if there is holiday dates booked in and paid throughout the year, then the final total will be divided over 12 months (August to July).

If you book in breakfast club or holidays, these will be calculated using the same formula.

Non attendance, holidays, sickness

Fees remain payable during period of:

- ✦ Child sickness
- ✦ Family holidays
- ✦ Closures out with services' control (see Emergency Closure Policy)

No refunds or discounts will be given for non-attendance.

Late or Outstanding Payments

Fees must be paid by the **5th working day of the month**.

Late payments will incur:

£10 fixed fine, plus **5% of the outstanding balance per day** thereafter.

All fees must be paid in full before the new school year, if there is any outstanding fees, we cannot guarantee a place for your child.

Fee breakdown

When your child's place is confirmed, we will send out, via email, a fee breakdown. This will include a fee schedule for the rest of the school year.

Payment recovery process

- ✦ **First Reminder:**
A reminder invoice, fee statement, and a 7-day payment notice will be issued.
- ✦ **Second Reminder:**
If payment is not received, a second letter will be sent, stating that:
 - Your child **cannot attend nursery** until the balance is paid in full
 - A **10% administration fee** will be added
- ✦ **Final Action:**
If payment remains outstanding, your child's place will be **terminated**, and the debt will be **referred to a collection agency**.

Requesting Invoices

If you require an invoice, you must contact auchinairnafterschoolcare@outlook.com, after you have completed your payment. Invoices will be sent out within 5 working days, please ensure you request your invoice in enough time, to ensure you do not miss any deadlines.

Invoices will not be sent out automatically you will need to request it.

Overpayments

Should you make any overpayments throughout the school year (August to July), these will be deducted from your following years fees, unless you request a refund at the end of the school year.

Amending or cancelling days

If you wish to change days throughout the school year, you must give written notice, stating which date you would like the change to take place. **Please note there is a four-week notice period for cancelling place or removing days.** Any change of days will incur a £10 administration fee.

1140 Funding - Kindergarten

If your child is attending Kindergarten and qualifies for 1140 funded hours, as per the East Dunbartonshire Council policies, you must apply via their website.

[Early years - how to apply - East Dunbartonshire Council](#)

We do not make the application for you; you must apply before your child's start date. Applications generally open on the 7th January and close on the last day of February, we suggest making your application during this period, there is the possibilities to make a late application, but EDC request all applications are submitted within the time period above.

Funding starts the 1st day of term after their 3rd birthday; this means if they are due to turn 3 between March and July their funding will not commence until the 1st day of term in August. There is additional information available on the link above.

- ✦ Health and Social Care Standards (2017) – 1.2 Human rights respected, 4.2 Organisation demonstrates principles of equality and fairness, 4.23 Service is stable and sustainable
- ✦ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.7 Partnerships with parents and carers, QI 3.1 Ensuring wellbeing, equality and inclusion
- ✦ Standards for Childhood Practice (SSSC, 2008) – Standard 3 Professional knowledge and understanding, Standard 4 Leading and managing practice, Standard 7 Communication
- ✦ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Promote rights and choices, Code 2 Communicate openly and effectively, Code 6 Be accountable for quality of work and follow agreed procedures
- ✦ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Included, Respected)
- ✦ UNCRC – Article 2 Non-discrimination, Article 3 Best interests of the child
- ✦ Equality Act 2010 – Ensuring fees are applied fairly and without discrimination
- ✦ Consumer Rights Act 2015 – Requirement for transparency in fees and charges
- ✦ Public Services Reform (Scotland) Act 2010 – Requirement for regulated services to maintain fairness and sustainability

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

GDPR Policy

GDPR stands for General Data Protection Regulation and replaces the previous Data Protection Directives that was in place. It was approved by the EU Parliament in 2016 and came into effect on 25th May 2018.

GDPR states that personal data should be 'processed fairly & lawfully' and 'collected for specified, explicit and legitimate purposes' and that individuals' data is not processed without their knowledge and are only processed with their 'explicit' consent. GDPR covers personal data relating to individuals. Auchinairn Afterschool Care and Forest Kindergarten is committed to protecting the rights and freedom of individuals with respect to the processing of children's, parents, visitors and staff personal data.

The Data Protection Act gives individuals the right to know what information is held about them. It provides a framework to ensure that personal information is handled properly.

GDPR means that Auchinairn Afterschool Care and Forest Kindergarten must; Manage and process personal data properly, Protect the individual's rights to privacy, Provide an individual with access to all personal information held on them.

GDPR includes 7 rights for individuals

1) The right to be informed

Auchinairn Afterschool Care and Forest Kindergarten is a registered Childcare provider with the Care Inspectorate and as so, we are required to collect and manage certain data. We need to know parent/carer's names, addresses, telephone numbers, email addresses, date of birth and employment. We need to know children's' full names, addresses, date of birth and Birth Certificate number(Kindergarten) and proof of residency(Kindergarten).

For families claiming the free nursery entitlement we are requested to provide this data to East Dunbartonshire Council; this information is sent to the Local Authority via a secure electronic file transfer system.

We are required to collect certain details of visitors to our nursery. We need to know visits names, where appropriate company name, and contact number. This is in respect of our Health and Safety and Safeguarding Policies.

As an employer, Auchinairn Afterschool Care and Forest Kindergarten hold data on its employees; names, addresses, email addresses, telephone numbers, date of birth, National Insurance numbers, photographic ID such as passport and driver's license, bank details and medical/allergy details.

2) The right of access (Open Access)

Auchinairn Afterschool Care and Forest Kindergarten is a private afterschool and nursery in Scotland. Registration service is for: Day Care of Children. Registration number: CS2003003655
Service: Auchinairn Afterschool Care and Forest Kindergarten, Unit 2, 173 Auchinairn Road, Glasgow, G641NG. 07584514181

At any point, parents/carers/staff can make a request in writing relating to their children's/own data and information to auchinairnafterschoolcare@outlook.com. This is known as Subject Access Request (SAR). Auchinairn Afterschool Care and Forest Kindergarten will provide a response (within 28 days). Auchinairn Afterschool Care and Forest Kindergarten can refuse a request, if we have a lawful obligation to retain data i.e. from Care Inspectorate in relation to Education Scotland, but we will inform the individual of the reasons for the rejection. The individual will have the right to complain to the Information Commissioner's Office (ICO) if they are not happy with the decision.

3) The right to erasure

You have the right to request the deletion of your data where there is no compelling reason for its continued use. However Auchinairn Afterschool Care and Forest Kindergarten has a legal duty to keep children's, parents and staff details for a reasonable time. Auchinairn Afterschool Care and Forest Kindergarten retain care plan records for 5 years after leaving nursery, children's accident and injury records for 19 years (or until the child reaches 21 years), and 22 years (or until the child reaches 24 years) for Child Protection records. Staff records must be kept for 6 years after the member of leaves employment, before they can be erased. This data is archived securely, and are destroyed after the legal Scottish retention period.

4) The right to restrict processing

Parents, visitors and staff can object Auchinairn Afterschool Care and Forest Kindergarten processing their data. This means that records can be stored but must not be used in any way, for example reports or for communications.

5) The right to data portability

Auchinairn Afterschool Care and Forest Kindergarten requires data to be transferred from one IT system to another; such as from Auchinairn Afterschool Care and Forest Kindergarten to Online Learning Journals. These recipients use secure file transfer systems and have their own policies and procedures in place in relation to GDPR.

6) The right to object

Parents, visitors and staff can object to their data being used for certain activities like marketing or research.

7) The right not to be subject to automated decision-making including profiling.

Automated decisions and profiling are used for marketing based organisations. Auchinairn Afterschool Care and Forest Kindergarten does not use personal data for such purposes.

Privacy Notice – How we use your child's information

Auchinairn Afterschool Care and Forest Kindergarten collect and hold personal information relating to our children and we may also receive information about them from their previous nursery, local authority, health authority and other professionals. We use this personal data to support children's learning, monitor and report on their progress, promote and support children's well-being, access the quality of service and comply with the law regarding data sharing.

This information will include their contact details, assessment information, attendance information, and personal characteristics such as their ethnic group, any special educational needs they may have as well as relevant medical information.

We will not give information about our children to anyone without your consent unless the law and our policies allow us to do it.

At Auchinairn Afterschool Care and Forest Kindergarten the types of data that we may hold in our provision include: photos, videos, CCTV, registration form, waiting lists, children's care plan files, child protection files and referrals, Safeguarding information (such as court orders and professional involvement) referrals from outside agencies, accidents and incident records, learning journals, staged intervention programmes (STINT), tracking and monitoring sheets, planning for individual child/whole nursery, computer systems, allergies and medication information (doctors, child's health), funding claim forms, emergency contact, birth certificate, proof of residency, utility bill, staff files, minutes of meeting, chronology of significant events, attendance.

Storage of personal information

All paper copies of children's and staff records are kept in a locked office in Auchinairn Afterschool Care and Forest Kindergarten. Members of staff can have access to these files but information taken from the files about individual children is confidential and apart from archiving, these records remain on site at all times. These records are destroyed after the retention period.

Information about individual children is used in certain documents, such as, a weekly register, medication forms, referrals to external agencies and disclosure forms. These documents include data such as children's names, date of birth and sometimes address. These records are destroyed after the relevant retention period.

Auchinairn Afterschool Care and Forest Kindergarten collects a large amount of personal data every year including; names and addresses of those on the waiting list. These records are shredded if the child does not attend or added to the child's file and stored appropriately.

Information regarding families' involvement with other agencies is stored both electronically or in paper format, this information is kept in a locked filing cabinet. These records are destroyed after the relevant retention period.

Access to all Office computers and Online Learning Journal is controlled by the use of User Ids and password protected. When a member of staff leaves the nursery the access is denied

and the member of staff are archived from the systems. This is in line with our Safeguarding policy. Any portable data storage used to store personal data, e.g. USB memory stick, are password protected. It is not acceptable for Auchinairn Afterschool Care and Forest Kindergarten staff to take laptops and mobile devices home. Staff should not access Online Learning Journals at home.

Upon a child Auchinairn Afterschool Care and Forest Kindergarten and moving on to school or moving settings, data held on the child may be shared with the receiving school. Such information will be passed via internal meetings between school and nursery or via a secure file transfer system. For children attending school outside East Dunbartonshire Council the parent/carer will be given the data to deliver to the receiving school.

- ✦ Health and Social Care Standards (2017) – 2.14 Information kept confidential, 2.15 Sensitive information only shared when appropriate, 4.11 Care and support based on evidence and best practice
- ✦ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.1 Safeguarding and child protection, QI 2.7 Partnerships with parents and carers, QI 3.1 Ensuring wellbeing, equality and inclusion
- ✦ Standards for Childhood Practice (SSSC, 2008) – Standard 3 Professional knowledge and understanding, Standard 4 Leading and managing practice, Standard 7 Communication
- ✦ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Respect confidentiality, Code 2 Communicate appropriately, Code 6 Maintain accurate records and follow legal requirements
- ✦ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Respected)
- ✦ UNCRC – Article 3 Best interests of the child, Article 16 Right to privacy
- ✦ Data Protection Act 2018 & UK GDPR – Legal framework for processing personal data
- ✦ Public Services Reform (Scotland) Act 2010 – Requirement for safe and lawful handling of data
- ✦ National Guidance for Child Protection in Scotland (2021) – Information sharing responsibilities

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Health and Safety Policy

At Auchinairn Afterschool Care and Forest Kindergarten, the health and safety of our children, staff, and visitors are of paramount importance. We are committed to providing a safe and healthy environment for all, in line with the "Health and Safety at Work Act 2015" and other relevant legislation.

Policy Statement

Auchinairn Afterschool Care and Forest Kindergarten will strive to ensure that:

- ✦ Our service provides a safe environment suitable for children aged three to fourteen years (sixteen with additional support needs) in line with relevant legislation.
- ✦ Our premises are no-smoking, hygienic, and in a good state of repair.
- ✦ Staff/child ratios, space standards, and national care standards are met and taken into account.
- ✦ Furniture, equipment, and toys are well-maintained and clean.
- ✦ Staff will take measures to control the spread of infection.
- ✦ Regular risk assessments of the service's premises, equipment, and activities are carried out.
- ✦ The service's management is aware of their responsibilities under relevant health and safety legislation.
- ✦ All required reporting procedures are in place.
- ✦ The service has a child protection policy and an accident and incident policy.
- ✦ The service has clear guidelines on the use, storage, and administration of medication.
- ✦ All food is properly prepared and provides a well-balanced and healthy diet.
- ✦ Children and young people will become more knowledgeable about healthy lifestyles, relationships, hygiene, diet, and personal safety.
- ✦ Children and young people will enjoy safety but will not be overprotected and will learn to risk assess situations themselves.
- ✦ Children and young people will have regular access to fresh air and energetic physical play through forest school.
- ✦ All staff are trained in emergency procedures.

Forest School Specific Policies

Forest school sessions offer learning opportunities for children and young people. Part of their purpose is to encourage participants to face new challenges and learn to take reasonable risks. In order to do that safely, the adults involved must know their role and ensure that the necessary risk assessments are carried out regularly and thoroughly.

Objectives

- ✦ To identify the roles of those involved in Forest Schools, with respect to Health & Safety.
- ✦ To identify safety procedures so that they can be carried out effectively and without difficulty.
- ✦ To identify suitable and sufficient risk assessment processes to ensure that risks are adequately controlled.
- ✦ To develop effective communication systems throughout the setting.
- ✦ To ensure that all those involved in Forest School are aware of all relevant Health & Safety documents.
- ✦ To develop effective inspection/monitoring procedures to ensure compliance with Health & Safety requirements.

Responsibilities

- ✦ **AASC:** Maintain appropriate insurance cover and have procedures in place to monitor and review the safety of visits to Forest School sites.
- ✦ **Directors:** Ensure they are aware of Forest School procedures and objectives and are informed of the health and safety procedures in place for Forest School.
- ✦ **Manager:** Ensure visits comply with the regulations and guidelines, and that the Forest School Leader/Group Leader is competent to monitor the risks throughout the visit.
- ✦ **Staff:** Ensure the health and safety of everyone in the group, follow the instructions of the Forest School Leader, and help promote positive behaviour.
- ✦ **Forest School Leader:** Have overall responsibility for the supervision and conduct of the visit, follow health and safety guidelines and policies, and undertake comprehensive risk assessments.
- ✦ **Additional Adults/Volunteers:** Ensure the health and safety of everyone in the group, follow the instructions of the Forest School Leader and staff, and help with control and discipline.
- ✦ **Children:** Follow the instructions of the leader and any other staff, and look out for anything which might be a threat and tell an adult about it.
- ✦ **Parents:** Provide AASC with registration forms, sign a consent form, and give AASC information about the child's emotional, psychological, and physical health.

Health & Safety Guidance

- **Supervision:** During Forest School sessions, children will be fully supervised by childcare practitioners on a 1:8 ratio, plus at least one Forest School Leader.
- **Minibus:** The minibus will be driven by an adult with the relevant driving licence and will be fully equipped with seat belts.
- **Fire Site:** A designated area for fires will be present within a Forest School site, with seating arranged at a safe distance.
- **Toilets/Hand Washing:** Pop-up toilet tents and tippy taps with warm water for hand washing will be available.
- **First Aid:** At least one adult will have relevant first aid training and a First Aid Kit will always be readily accessible.

- **Weather Conditions:** Assessments of weather conditions will be taken prior to a visit, and sessions will be cancelled if the weather is too extreme.
- **Ground Conditions:** Ground conditions will be assessed and dealt with accordingly to ensure safety.
- **Vegetation:** Areas of woodlands will be checked for toxic plants, and participants will be instructed not to pick or eat any plants.
- **Using Tools/Lighting Fires:** Participants will only use sharp tools/fire when deemed confident and competent by the Forest School Leader.

- ✍ Health and Social Care Standards (2017) – 1.24 Any treatment or intervention is safe and effective, 3.14 Confidence in trained, competent staff, 4.11 Care and support based on evidence and best practice
- ✍ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.1 Safeguarding and child protection, QI 3.1 Ensuring wellbeing, equality and inclusion
- ✍ Standards for Childhood Practice (SSSC, 2008) – Standard 3 Professional knowledge and understanding, Standard 4 Leading and managing practice, Standard 6 Developing self, Standard 7 Communication
- ✍ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Protect rights and promote interests, Code 2 Communicate openly and effectively, Code 3 Promote safety and wellbeing, Code 6 Be accountable for quality of work
- ✍ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Healthy)
- ✍ UNCRC – Article 3 Best interests of the child, Article 19 Protection from harm, Article 24 Right to health
- ✍ Health and Safety at Work etc. Act 1974 – Core health and safety law
- ✍ Control of Substances Hazardous to Health (COSHH) Regulations 2002 – Safe handling of hazardous materials
- ✍ Food Safety Act 1990 – Food hygiene and safety standards
- ✍ Public Services Reform (Scotland) Act 2010 – Requirement for regulated services to meet national safety standards

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Healthy Lifestyle Policy

At Auchinairn Afterschool Care and Forest Kindergarten, we aim to promote the health, wellbeing, and positive lifestyle choices of all children in our care. We recognise that healthy habits formed in childhood can last a lifetime, and we actively integrate nutritious eating, physical activity, outdoor experiences, and positive role modelling into our daily routines.

Healthy Eating

- ✦ We provide snacks that are low in sugar and salt, for example:
 - Wholegrain bread, low-sugar cereals, fresh fruit, vegetables, milk, and dairy products.
- ✦ Drinks offered will be milk, and water.
- ✦ If families provide packed lunches, we request that these reflect our healthy eating approach.
- ✦ Fresh fruit and vegetables will be offered at every opportunity.
- ✦ Children will be encouraged to try a variety of foods, including exotic fruit and vegetables, on a regular basis.
- ✦ Children will have opportunities to help prepare fruit and snacks to promote independence and awareness of healthy choices.

Physical Activity

- ✦ Children will be encouraged to take part in physical play daily, both indoors and outdoors.
- ✦ Activities will include climbing, running games, ball games, yoga, and movement-based challenges.
- ✦ Forest school sessions will provide opportunities for:
 - Tree climbing, den building, swings, slacklines, and other natural play activities that build strength, balance, and confidence.

Outdoor Play

- ✦ Outdoor play will be encouraged in all weathers, with appropriate clothing and footwear provided or requested.
- ✦ Children will have daily opportunities to connect with nature through forest school experiences.
- ✦ Activities will be designed to promote exploration, creativity, and respect for the natural environment.

Healthy Lifestyle Education

- ✦ Healthy lifestyles will be promoted through play activities, themed projects, and positive role modelling by staff.
- ✦ We will incorporate learning from national guidance, including:

- *Setting the Table – Nutritional Guidance*
- *My World Outdoors*
- *Food Matters*
- *Food Standards for Early Years Childcare Providers in Scotland*

☛ We will encourage children to develop positive attitudes toward food, exercise, and self-care.

Partnership with Families

- ☛ We will work closely with families to support healthy eating and active lifestyles at home and in the setting.
- ☛ We welcome feedback and suggestions from parents and carers to further improve our healthy lifestyle provision.

- ☛ Health and Social Care Standards (2017) – 1.14 Healthy meals and snacks, 1.31 Children supported to be healthy, 3.14 Confidence in trained, competent staff
- ☛ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.5 Family learning, QI 3.1 Ensuring wellbeing, equality and inclusion, QI 3.2 Securing children's progress
- ☛ Standards for Childhood Practice (SSSC, 2008) – Standard 3 Professional knowledge and understanding, Standard 4 Leading and managing practice, Standard 7 Communication
- ☛ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Promote rights and wellbeing, Code 3 Promote safety and wellbeing
- ☛ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Healthy, Active, Nurtured)
- ☛ UNCRC – Article 24 Right to health, Article 31 Right to play and recreation
- ☛ Scottish Government Nutritional Guidance (2006) – Food choices for children in early learning and childcare settings

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Induction Policy (Parent)

At Auchinairn Afterschool Care and Forest Kindergarten, we recognise that the transition into childcare can be a significant step for children and their families. Our Parent Induction Policy aims to provide a clear, supportive, and inclusive process that helps parents/carers feel welcomed, valued, and fully informed about our service.

We are committed to building strong partnerships with families, ensuring that each child's care and learning is supported in line with the **Health and Social Care Standards (2017)**, **Getting It Right For Every Child (GIRFEC)**, and **Realising the Ambition: Being Me (2020)**.

Aims

The aims of this policy are to:

- ✦ Ensure parents/carers feel confident, informed, and comfortable with our service.
- ✦ Provide clear information about routines, policies, and procedures.
- ✦ Support parents/carers to share their knowledge of their child's needs, interests, and routines.
- ✦ Foster positive relationships and open communication between staff and families.
- ✦ Promote inclusion, respecting the diverse backgrounds and cultures of families.

Induction Procedure

a. Pre-Admission

- ✦ Parents/carers will be offered an information pack including:
 - Service handbook and contact details.
 - Summary of key policies (e.g. safeguarding, behaviour management, complaints).
 - Fee structure and session times.
 - Health, safety, and emergency procedures.
- ✦ Families will be invited for an **initial visit** to tour the setting, meet staff, and discuss their child's needs.

b. Registration

- ✦ Parents/carers must complete all registration forms including medical information, permissions, and emergency contacts.
- ✦ A settling-in plan will be agreed with parents, tailored to the child's needs and family circumstances.

c. Settling-In Process

- ✦ Parents/carers will be encouraged to stay with their child during early visits to provide reassurance.
- ✦ The duration of sessions will be gradually increased in consultation with parents, depending on the child's readiness.
- ✦ Staff will use this time to gather information about the child's routines, preferences, and wellbeing needs.

d. Ongoing Communication

- ☛ Parents/carers will receive regular updates on their child's progress through daily conversations, digital platforms (if applicable), and scheduled meetings.
- ☛ Key workers will be the main point of contact for each family.
- ☛ Parents are encouraged to share feedback, raise concerns, and contribute to the setting's development.

Roles and Responsibilities

- ☛ **Management** will ensure induction procedures are followed consistently and that all families receive accurate information.
- ☛ **Staff** will welcome parents, provide reassurance, and maintain clear, respectful communication.
- ☛ **Parents/Carers** are encouraged to share relevant information about their child and participate in the induction process to ensure a smooth transition.

Inclusion and Accessibility

- ☛ Induction materials will be provided in accessible formats where needed.
- ☛ Interpreters or translated documents will be arranged for families whose first language is not English.
- ☛ The setting will adapt induction arrangements to meet the needs of families with additional support requirements.
- ☛ We understand parents and carers don't always have much free time to attend an induction, we aim to be as flexible as possible, while maintaining safe staffing ratios.
- ☛ Health and Social Care Standards (2017) – 1.1 I am accepted and valued whatever my needs, 1.2 Human rights respected, 1.6 Enabled to reach potential, 4.27 Supported to settle into a new service
- ☛ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.1 Safeguarding and child protection, QI 2.7 Partnerships with parents and carers, QI 3.1 Ensuring wellbeing, equality and inclusion
- ☛ Standards for Childhood Practice (SSSC, 2008) – Standard 3 Professional knowledge and understanding, Standard 4 Leading and managing practice, Standard 7 Communication
- ☛ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Protect rights and promote interests, Code 2 Communicate openly and effectively, Code 6 Be accountable for quality of work
- ☛ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Healthy, Respected, Included)
- ☛ UNCRC – Article 12 Right to be heard, Article 18 Respect for parents' role
- ☛ Education (Scotland) Act 1980 & Standards in Scotland's Schools etc. Act 2000 – Duties to secure early learning and childcare provision
- ☛ Equality Act 2010 – Ensuring inclusive and fair access to services
- ☛ Public Services Reform (Scotland) Act 2010 – Requirement for regulated services to meet national standards and maintain transparency

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Infection Control Policy

Auchinairn After School Care and Forest Kindergarten has a duty to maintain high standards of health, hygiene and safety for all users and employees. In addition to this the prevention and control of infection is essential in helping to establish a safe and secure environment in which children can learn and develop through play.

Infections are usually spread from person to person by close contact, for example:

- ✎ Infected people can pass a virus to others through large droplets when coughing, sneezing or even talking within a close distance.
- ✎ Through direct contact with an infected person: for example, if you shake or hold their hand, and then touch your own mouth, eyes or nose without first washing your hands.
- ✎ By touching objects (e.g. door handles, light switches) that have previously been touched by an infected person, then touching your own mouth, eyes or nose without first washing your hands. Viruses can survive longer on hard surfaces than on soft or absorbent surfaces.

At Auchinairn After School Care and Forest Kindergarten we aim to minimise sources of contamination, control the spread of infection, raise awareness of hygiene procedures, prevent cross contamination and prevent the persistence and further spread of infection within the service. To do this we will use NHS Scotland guidelines on infection control [Infection prevention and control standards \(healthcareimprovementscotland.org\)](https://www.healthcareimprovementscotland.org/) and in particular **Standard Infection Control Precautions (SICPs)** and **Food and Kitchen Hygiene** guidelines.

There are many areas in childcare settings with a high risk of germs being present e.g. toilets, food areas and kitchens. To minimise the spread of germs, the environment must be kept as clean and dry as possible and staff must understand their responsibilities in ensuring the environment and equipment are safe, clean and ready for use. In order to minimise sources of contamination we will:

- ✎ Ensure relevant staff have Food Hygiene Certificate or other training in food handling
- ✎ Store food that requires refrigeration, wrapped/in a container and dated within a refrigerator, at a temperature of 4 C or below
- ✎ Maintain HACCP records in line with Environmental Health guidelines
- ✎ Wash hands before and after handling food
- ✎ Clean and disinfect food storage and preparation areas
- ✎ Have detailed and thorough cleaning schedules and records (daily, weekly and monthly)

To control the spread of infection we will:

- ✎ Ensure good hand washing procedures are in place (both staff and service users)
- ✎ Encourage service users to blow and wipe their own noses when necessary and to dispose of the soiled tissues hygienically
- ✎ Encourage service users and staff to wash their hands after coughing, sneezing or blowing their nose
- ✎ Have detailed and thorough cleaning schedules and records (daily, weekly and monthly)
- ✎ Ensure all cuts and open sores are covered

- ✎ Ensure aprons are worn when preparing food
- ✎ Staff wear PPE (Personal Protective Equipment) when dealing with blood and bodily fluids (e.g. gloves and apron)

To raise awareness to hygiene procedures we will:

- ✎ Ensure staff receive a thorough induction when commencing employment which includes hygiene procedures
- ✎ Provide training on hygiene procedures and infection control
- ✎ Children using the service will be advised of the importance of hand washing before eating and after coughing, sneezing, blowing their noses or using the toilet
- ✎ Display hand hygiene/hand washing posters at hand washing sinks

To prevent cross contamination we will:

- ✎ Wash hands before and after handling food
- ✎ Clean and disinfect food storage and preparation areas
- ✎ Have detailed and thorough cleaning schedules and records (daily, weekly and monthly)
- ✎ Ensure aprons are worn when preparing food
- ✎ Store food that requires refrigeration, wrapped/in a container and dated within a refrigerator, at a temperature of 4 C or below
- ✎ Maintain HACCP records in line with Environmental Health guidelines

To prevent the persistence and further spread of infection we will:

- ✎ Be vigilant as to signs of infection persisting or recurring
- ✎ Ask parents to keep their child at home if they have an infection, and to inform the service as to the nature of the infection
- ✎ Remind parents not to bring a child to the service who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack (see Exclusion Criteria Policy)

This policy has been prepared using 'Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings) and NHS Direct on-line advice. As a Childcare Service we have a duty to maintain high standards of health, hygiene and safety for all users and employees. This is as per the following Acts and Regulations:

- ✎ Health and Social Care Standards (2017) – 1.24 Any treatment or intervention is safe and effective, 3.14 Confidence in trained, competent staff, 4.11 Care and support based on evidence and best practice
- ✎ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.1 Safeguarding and child protection, QI 3.1 Ensuring wellbeing, equality and inclusion
- ✎ Standards for Childhood Practice (SSSC, 2008) – Standard 3 Professional knowledge and understanding, Standard 4 Leading and managing practice, Standard 6 Developing self, Standard 7 Communication
- ✎ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Protect rights and promote interests, Code 3 Promote safety and wellbeing, Code 6 Maintain accurate records and follow procedures
- ✎ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Healthy)
- ✎ UNCRC – Article 3 Best interests of the child, Article 24 Right to health
- ✎ NHS Health Protection Scotland Guidance – Infection prevention and control in childcare settings
- ✎ Public Services Reform (Scotland) Act 2010 – Requirement for safe and effective practice in regulated services

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Late Collection Policy

Ensuring the safety and well-being of children in our care is our top priority. The Late Collection of Child Policy outlines the procedures and measures that will be taken when a child is not collected on time. This policy aims to provide clear guidelines for staff and parents to follow, ensuring that all children are supervised and cared for until they are safely collected. By adhering to this policy, we can maintain a secure and supportive environment for the children and foster positive relationships with their families.

In the event that a child is not collected on time the following procedure should be followed:

- ☛ Senior staff should contact parent if they do not arrive at the service by the end of their child's session.
- ☛ On the first late collection, A letter will be passed to parent/carer on collection, which reminds them of our late collection policy and charges.
- ☛ On any late collections thereafter, A mandatory charge of £30 for the first 15 minutes and an additional £1 for every minute after will be issued.
- ☛ Parent's will be issued a letter if any charges have occurred.
- ☛ In line with our Child Protection Policy, if after 30 minutes, staff have any doubts about a parent/carers whereabouts, the local Social Work Department will be contacted.

Persistent late collection of your child will result in cancellation of their place. We consider late collection on more than three occasions during a school year to be persistent.

- ☛ Health and Social Care Standards (2017) – 2.2 Timeous care and support, 3.14 Confidence in trained, competent staff, 4.11 Care and support based on evidence and best practice
- ☛ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.1 Safeguarding and child protection, QI 3.1 Ensuring wellbeing, equality and inclusion
- ☛ Standards for Childhood Practice (SSSC, 2008) – Standard 3 Professional knowledge and understanding, Standard 4 Leading and managing practice, Standard 7 Communication
- ☛ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Promote rights and choices, Code 2 Communicate openly and effectively, Code 3 Promote safety and wellbeing
- ☛ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Included)
- ☛ UNCRC – Article 3 Best interests of the child, Article 19 Protection from harm

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Open Access Policy

This policy outlines the procedures and guidelines for accessing personal files within Auchinairn Afterschool Care and Forest Kindergarten. It ensures transparency, confidentiality, and compliance with relevant legislation, including the General Data Protection Regulation (GDPR) and the Data Protection Act 2018.

This policy applies to all staff, parents, guardians, and children within our childcare setting.

We are committed to maintaining the confidentiality and security of personal files while providing open access to individuals who have a legitimate right to view their own or their child's personal information.

Access Requests

Individuals wishing to access personal files must submit a written request to the Data Protection Officer (DPO).

The DPO will acknowledge receipt of the request within five working days.

Verification of Identity

To protect the privacy of individuals, the DPO will verify the identity of the requester before granting access to personal files.

Acceptable forms of identification include a passport, driver's license, or other official identification documents.

Review and Response

The DPO will review the request and determine the legitimacy of the access request.

Access to personal files will be granted within 30 days of the request, unless an extension is necessary due to the complexity of the request.

Viewing Personal Files

Personal files will be made available for viewing in a secure and private location within the childcare setting.

Copies of personal files will not be provided unless explicitly requested and justified.

Amendments and Corrections

Individuals have the right to request amendments or corrections to their personal files if they believe the information is inaccurate or incomplete.

Requests for amendments must be submitted in writing to the DPO, who will review and respond within 30 days.

Confidentiality and Security

Personal files will be stored securely and accessed only by authorized personnel.

Any unauthorized access or breaches of personal files will be reported and investigated in accordance with our data protection procedures.

Parental Consent Requirements

Parental consent is required for accessing personal files of children under the age of 16.

Parents or legal guardians must provide written consent before any personal information about their child is accessed or shared.

The DPO will ensure that parental consent is obtained and documented before processing any requests related to a child's personal files.

- ✦ Health and Social Care Standards (2017) – 2.14 Information kept confidential, 2.15 Sensitive information only shared when appropriate
- ✦ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.7 Partnerships with parents and carers, QI 3.1 Ensuring wellbeing, equality and inclusion
- ✦ Standards for Childhood Practice (SSSC, 2008) – Standard 3 Professional knowledge and understanding, Standard 4 Leading and managing practice, Standard 7 Communication
- ✦ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Respect confidentiality, Code 2 Communicate appropriately and respectfully, Code 6 Maintain accurate records and follow legal requirements
- ✦ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Respected)
- ✦ UNCRC – Article 12 Right to be heard, Article 16 Right to privacy
- ✦ Data Protection Act 2018 & UK GDPR – Legal framework for data access and processing

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Participation Policy

The objective of this policy is to ensure the active involvement of all children, young people, and families who utilise our services. Our staff is dedicated to fostering meaningful engagement with children, young people, and their families.

Benefits of Participation

Engaging children, young people, and families in decision-making processes benefits everyone involved. Organisations that prioritise such involvement will also see significant advantages.

Rights and Responsibilities

Participation is a fundamental right. According to the United Nations Convention on the Rights of the Child (UNCRC), "children and young people have the right to express their views on matters that affect them and to have those views considered".

Role of Staff

Staff members working directly with children and young people play a crucial role in listening to and responding to their voices. It is essential to create an environment where children and young people feel confident and safe, ensuring they have the time and space to express themselves in a manner that suits them.

Methods of Participation

There are various ways in which children, young people, and families can participate:

- ✦ Engaging with children and young people to seek their opinions on matters that affect them, thereby empowering them.
- ✦ Listening to their views.
- ✦ Making decisions collaboratively with them rather than for them.
- ✦ Providing children and young people with choices.
- ✦ Discussing options to help influence, not change, their decisions.
- ✦ Fostering positive attitudes about participation within the setting.
- ✦ Supporting and encouraging children and young people to take responsibility.

Benefits of Participation

Participation offers numerous benefits, including:

- ✦ Giving children, young people, and families a voice and a choice.
- ✦ Increasing self-esteem in children and young people when they are given choices.
- ✦ Helping children and young people feel valued, thereby providing a sense of worth.
- ✦ Enabling children and young people to gain new skills and confidence, making a real difference in matters that are important to them.

- ✎ Improving accessibility for children, young people, and families.
- ✎ Enhancing staff awareness of the needs of children and young people, thereby better meeting those needs.
- ✎ Reflecting and valuing diversity.
- ✎ Enhancing the experience of services received by involving children, young people, and families.

Staff Participation

Participation is an ongoing process that includes communication and consultation with staff. All staff members will be involved in and influence decision-making on matters that affect them, and their views will be listened to and considered.

Methods of Staff Participation

Staff participation will be facilitated through:

- ✎ Staff meetings.
- ✎ Regular supervision sessions.
- ✎ Appraisals.
- ✎ Effective communication skills.
- ✎ An open-door policy.
- ✎ Collaborative partnerships with parents, caregivers, education, health, social work, etc.

Consultation and participation are essential for reviewing practices and should be developed as a means of auditing, evaluating, and evidencing the participation of children, young people, families, and staff in the services provided.

- ✎ Health and Social Care Standards (2017) – 1.2 Human rights respected, 1.6 Enabled to reach potential, 2.17 Fully involved in developing personal plan, 4.8 Supported to make informed choices
- ✎ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.3 Learning, teaching and assessment, QI 2.7 Partnerships with parents and carers, QI 3.1 Ensuring wellbeing, equality and inclusion
- ✎ Standards for Childhood Practice (SSSC, 2008) – Standard 3 Professional knowledge and understanding, Standard 4 Leading and managing practice, Standard 6 Developing self, Standard 7 Communication
- ✎ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Respect and promote rights, Code 1.4 Promote independence and choice, Code 1.5 Promote equality and diversity, Code 2 Communicate openly and honestly
- ✎ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Respected, Included)
- ✎ UNCRC – Article 12 Right to be heard, Article 13 Freedom of expression, Article 29 Education develops potential
- ✎ Education (Scotland) Act 1980 & Standards in Scotland's Schools etc. Act 2000 – Duties to engage parents and support children's learning
- ✎ Equality Act 2010 – Ensuring participation opportunities are inclusive
- ✎ Public Services Reform (Scotland) Act 2010 – Requirement for regulated services to involve service users
- ✎ National Improvement Framework for Scottish Education (2016, updated annually) – Emphasis on parental involvement and engagement

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Promoting Positive Behaviour

At Auchinairn Afterschool Care and Forest Kindergarten, we believe that children thrive in an environment where they feel safe, respected, and valued. Positive behaviour doesn't just happen—it grows from strong relationships, clear expectations, and a sense of belonging.

Our aim is to create spaces, both indoors and in the forest, where every child from age 3 to 14 can explore, play, learn, and develop their own strengths while being part of a caring community. We see behaviour as communication—a way for children to express their feelings, needs, and ideas. By listening carefully, responding with empathy, and working in partnership with families, we help children learn how to manage their emotions, make good choices, and build positive relationships.

This policy is guided by Scotland's national frameworks, including Getting It Right For Every Child (GIRFEC), Better Relationships, Better Learning, Better Behaviour, and the United Nations Convention on the Rights of the Child (UNCRC). These place children's wellbeing, rights, and voices at the heart of everything we do.

Our approach is not about punishment—it's about nurture, understanding, and respect. By involving children in setting our shared agreements, using restorative practices when challenges arise, and celebrating positive contributions, we aim to help every child feel included, capable, and confident.

Why We Have This Approach

We want our afterschool care and forest kindergarten to be places where everyone feels safe, respected, and happy to be themselves.

Our approach to behaviour is about **helping children grow**, not just "dealing with" misbehaviour. We focus on relationships, kindness, and learning together.

We follow Scotland's key guidance, including:

- ✦ **Getting It Right For Every Child (GIRFEC)** – making sure every child's wellbeing is at the centre (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included).
- ✦ **Better Relationships, Better Learning, Better Behaviour** – building a positive culture through strong, respectful relationships.
- ✦ **UNCRC** (United Nations Convention on the Rights of the Child) – every child has the right to be heard, safe, and respected.
- ✦ **Care Inspectorate & Playwork Principles** – valuing children's play and involving them in decisions.

Deciding Our "Ways of Being" Together

Instead of a list of "rules," we focus on 'Good Character' the characteristics we expect all members of the service to have, including staff, children and families.

Children help come up with these – things like:

- ✦ We look after each other
- ✦ We take care of our forest and our toys

- ☛ We listen when someone is speaking

We speak about good character daily, while we are on the way to the woods.

How We Encourage Positive Behaviour

- ☛ **We connect first** – we take time to understand how a child is feeling before responding.
- ☛ **We focus on learning, not punishment** – if something goes wrong, we talk it through, think about what happened, and come up with ideas for next time.
- ☛ **We use restorative conversations** – “How did that make others feel?” and “What could we do to fix this?” are common questions here.
- ☛ **We keep it calm** – staff model calm voices, gentle language, and respectful listening.

When Things Go Wrong

Sometimes behaviour can hurt feelings or put someone at risk. We respond in a stepped way:

- ☛ **Gentle reminder** – a quiet prompt about our agreements.
- ☛ **Chat together** – finding out what’s going on and helping the child regulate emotions.
- ☛ **Restorative follow-up** – if it’s more serious, we work with the child (and sometimes others involved) to put things right.
- ☛ **Partner with families** – if behaviours keep happening, we chat with parents/carers to work on a plan together.

For anything serious that risks safety, we act quickly to keep everyone safe, then follow up in a supportive way.

Bullying, Inclusion & Respect

- ☛ We don’t accept bullying in any form – that means repeated actions that hurt, exclude, or frighten someone.
- ☛ We use the **RespectMe** anti-bullying guidance to make sure we respond quickly and fairly.
- ☛ Everyone is welcome here – our behaviour approach supports **inclusion** and **equal opportunities**, in line with **GIRFEC** and **UNCRC**.

What We Do as a Team

- ☛ All staff get training in **positive behaviour** and **restorative practice** through the Care Inspectorate, NDNA, and Education Scotland resources.
- ☛ We have regular chats as a team to reflect on how things are going and share ideas.
- ☛ We keep notes on any significant incidents – so we can spot patterns and support children better.

Families & Partnership

We believe children do best when home and our setting work together.

- ☛ We’ll share our approach openly with families.
- ☛ We’ll contact you early if we notice any behaviour concerns.
- ☛ We’ll work together – with you, your child, and sometimes other professionals – to help your child succeed and feel good about themselves.

Listening to Children's Voices

Children have a say in how our setting runs – including our behaviour approach.

We use group discussions, one-to-one chats, and even drawings or role-play to hear their ideas. This follows **UNCRC Article 12** – the right to be heard.

Where behaviour:

- ✎ Goes against the ethos and principles of the setting.
- ✎ Is dangerous, violent or consistently aggressive.
- ✎ Interferes with another child's ability to learn or participate in the session
- ✎ Prevents the team from facilitating the session

We will:

- ✎ Ask you to come and discuss concerns to determine how to progress positively.
- ✎ Agree strategies to support the child to be used at the service and home.

We aim to work with parents to support each child to the very best of our abilities. It is our aim to attempt to identify any strategy, that will support their wellbeing and will work tirelessly to ensure we can help. Exclusion will only ever be considered where all strategies have been exhausted.

Where behaviour is continuously aggressive or violent, and after extending all agreed strategies, your child may be asked to be removed

In a Nutshell

We believe positive behaviour comes from:

- ✎ **Strong relationships**
- ✎ **Clear, child-led agreements**
- ✎ **Support when things go wrong**
- ✎ **Partnership with families**
- ✎ **Inclusion and respect for everyone**

We're here to help children learn how to handle their feelings, respect others, and take responsibility – all in a way that's fair, nurturing, and grounded in Scotland's rights-based guidance

- ✎ Health and Social Care Standards (2017) – 1.2 Human rights respected, 1.6 Enabled to reach potential, 2.25 I feel safe, 3.14 Confidence in trained, competent staff
- ✎ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.3 Learning, teaching and assessment, QI 3.1 Ensuring wellbeing, equality and inclusion
- ✎ Standards for Childhood Practice (SSSC, 2008) – Standard 3 Professional knowledge and understanding, Standard 4 Leading and managing practice, Standard 6 Developing self, Standard 7 Communication
- ✎ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Promote rights and choices, Code 2 Communicate openly and effectively, Code 3 Promote safety and wellbeing
- ✎ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Respected, Responsible, Included)

- ✍ UNCRC – Article 2 Non-discrimination, Article 3 Best interests of the child, Article 12 Right to be heard, Article 19 Protection from harm, Article 28 Right to education, Article 29 Education should develop respect and responsibility

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Safeguarding Policy

At Auchinairn Afterschool Care and Auchinairn Forest Kindergarten, the safety and wellbeing of every child in our care is of paramount importance. We are committed to creating a nurturing environment where children can learn and grow, free from harm. This policy has been developed in line with Scottish law, national legislation, and guidance, including the Children and Young People (Scotland) Act 2014, the National Guidance for Child Protection in Scotland 2021, and the Getting It Right for Every Child (GIRFEC) framework.

Aims and Objectives

Our child protection policy aims to:

- ✦ Ensure the safety and wellbeing of all children in our care.
- ✦ Promote a culture of vigilance and responsibility among staff and volunteers.
- ✦ Provide clear procedures for identifying and responding to child protection concerns.
- ✦ Comply with all relevant Scottish legislation and statutory guidance.

Legal and Policy Framework

This policy is informed by the following key Scottish legislation and guidance:

- ✦ Children and Young People (Scotland) Act 2014: Ensures a focus on the wellbeing of children and young people through the GIRFEC approach.
- ✦ National Guidance for Child Protection in Scotland 2021: Provides a framework for agencies to work together to safeguard children.
- ✦ Protection of Vulnerable Groups (Scotland) Act 2007: Establishes the Protecting Vulnerable Groups (PVG) Scheme for those working with children.
- ✦ United Nations Convention on the Rights of the Child (UNCRC): Recognises the rights of children to protection from harm and abuse.

Roles and Responsibilities

- ✦ Management: The management team is responsible for ensuring that this policy is implemented effectively and reviewed regularly. They will appoint a designated Child Protection Officer (CPO) and Lead Prevention Officer (LPO).
- ✦ Child Protection Officer (CPO): The CPO will act as the main point of contact for all child protection matters, provide guidance to staff, and liaise with external agencies when necessary. There will be three named CPO's allocated to ensure that there is always a CPO available.
- ✦ Staff and Volunteers: All employees and volunteers are required to understand and comply with this policy, attend regular child protection training, and report any concerns immediately.

Recruitment and Training

To ensure the suitability of all individuals working with children:

- ✱ All staff and volunteers will undergo checks as follows, PVG Scheme membership, references from two sources, SSSC cross checks, as well as any other professional registers before beginning their roles.
- ✱ Induction training will include comprehensive child protection training, and regular updates will be provided.
- ✱ Staff will participate in ongoing professional development to stay informed of changes in legislation and best practices.
- ✱ Interviewing all staff and selecting them according to qualifications and experience.
- ✱ Positions will be based on a provisional 6-month trial period.

Prevention of Abuse by means of Good Practice

- ✱ Ensuring staff are registered with Scottish Social Services Council
- ✱ Providing all staff with a copy of the Scottish Social Services Council (SSSC) Code of Practice and ensure they follow this code of practice
- ✱ Volunteers/trainees will be supernumerary and not part of the staff/child ratio.
- ✱ No volunteer/trainee will be left unsupervised with children.
- ✱ Provide relevant internal and external training
- ✱ Update and review the Child Protection Policy and Procedure with all staff present so as to raise awareness to the requirements of all staff in relation to child protection
- ✱ Ensuring appropriate adult/child ratios are always adhered to

Recognising Signs of Abuse

Staff and volunteers will be trained to recognise the signs of abuse or neglect, which may include:

- ✱ Unexplained injuries or frequent bruising.
- ✱ Changes in behaviour, such as withdrawal or aggression.
- ✱ Neglect, such as poor hygiene, malnutrition, or lack of appropriate clothing.
- ✱ Disclosure by a child of harm or abuse.

Reporting and Responding to Concerns

All concerns about a child's welfare must be reported immediately to the designated CPO. The following steps will be taken:

- ✱ The CPO will document and assess the concern in line with GIRFEC principles.
- ✱ If necessary, the concern will be referred to the local authority's social work services or the police.
- ✱ The child's welfare and safety will always be the primary consideration.
- ✱ Confidentiality will be maintained, and information will only be shared with relevant parties.

Confidentiality

We recognise the importance of maintaining confidentiality while ensuring that information is shared appropriately to safeguard children. All records will be securely stored and only accessible to authorised personnel.

Partnership with Parents and Carers

We believe in working collaboratively with parents and carers to promote the welfare of children. However, if a concern arises that a child may be at risk, our responsibility to safeguard the child will take priority over parental consent.

Responding to Suspected Child Abuse or Disclosures of Abuse

If you suspect that a child is being abused or if a child informs you that they are being abused, follow these steps:

1. **Listen and Reassure:** Stay calm and listen carefully to what the child is saying. Reassure them that they have done the right thing by telling you and that you believe them.
2. **Do Not Promise Confidentiality:** Explain that you will need to share this information with others to help keep them safe.
3. **Record the Information:** Write down what the child has told you, using their own words as much as possible. Include the date, time, and any other relevant details.
4. **Report the Abuse:** Immediately report the suspected abuse to the designated Child Protection Officer (CPO) or follow the organisation's reporting procedures. Do not delay in reporting.
5. **Avoid Leading Questions:** Do not ask leading questions or press the child for more information. Let them share at their own pace.
6. **Support the Child:** Provide emotional support and ensure the child feels safe. Do not confront the alleged abuser.
7. **Follow Up:** Ensure that the report has been acted upon and that the child is receiving the necessary support and protection.

Monitoring and Review

This policy will be reviewed annually to ensure it remains up to date with legislation and best practices. Feedback from staff, parents, and external agencies will be considered during the review process.

Contact Information

Designated Lead Prevention and Child Protection Officer: Nikki Morton

Designated Child Protection Officer: Lesley Morton

Designated Child Protection Officer: Julie Jamieson

Glasgow:

Children and Families	0141 287 0555
Textphone	18001 0141 287 0555
Social Work Child Protection Out of Hours	0300 343 1505
Social Work Department	0141 276 4710

East Dunbartonshire:

Social Work Child Protection Out of Hours

0300 343 1505

Social Work Department

0141 777 3000/0300 123 4510

Police Scotland (non-emergency): 101

Conclusion

At Auchinairn Afterschool Care and Auchinairn Forest Kindergarten, we are dedicated to providing a safe, supportive, and enriching environment for every child. By adhering to this policy, we aim to protect children from harm and empower them to thrive.

Support for staff

Themes related to Safeguarding can be traumatic to deal with, any staff member who feels they may need additional support after dealing with a Safeguarding concern should contact management.

- ✱ Health and Social Care Standards (2017) – 3.14 Confidence in trained, competent staff, 4.11 Care and support based on evidence and best practice
- ✱ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.1 Safeguarding and child protection, QI 3.1 Ensuring wellbeing, equality and inclusion
- ✱ Standards for Childhood Practice (SSSC, 2008) – Standard 3 Professional knowledge and understanding, Standard 4 Leading and managing practice, Standard 7 Communication
- ✱ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Protect rights and promote interests, Code 3 Promote safety and wellbeing, Code 6 Be accountable for quality of work
- ✱ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Healthy, Included)
- ✱ UNCRC – Article 3 Best interests of the child, Article 12 Right to be heard, Article 19 Protection from harm
- ✱ National Guidance for Child Protection in Scotland (2021) – Core child protection guidance
- ✱ Public Services Reform (Scotland) Act 2010 – Requirement for regulated services to uphold safeguarding standards

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

School Collection Policy

The purpose of this policy is to outline the procedures for the collection of children from school premises. Ensuring the safety and security of our service users is our top priority, and this policy aims to provide clear guidelines for staff to follow.

School collection Procedure

It is imperative that staff are aware of the number of children they are expected to collect daily, as well as their names. Senior staff will provide a print out of names to each staff member collecting from a school. On each school pick up, staff member must be aware of the following:

- ✦ The school which they are collecting from and the location of the meeting point for the children. This varies from school to school, staff must become familiar with all schools.
- ✦ The time school ends. Generally 3pm, but always check with senior staff.
- ✦ Which children require booster seats, which children are not permitted to sit in the front of minibuses.
- ✦ Staff must pay attention to senior members of staff when receiving their pick up information, and additional verbal communication about their school run.
- ✦ All staff should arrive at the pick up point at their allocated school before the school bell rings.
- ✦ An incident report must be completed where a child is picked up later than 10 minutes after the school bell, where the delay was due to staff not being at collection point.

Absent Child – (Where child was not at school)

When a child is not at the agreed collection point, it is important to speak to a member of school staff, this can be the child's class teacher or a member of the office team, to determine whether they had attended school that day. Staff should adhere to the following procedure if a child does not arrive at the collection point:

- ✦ Staff must not leave other children unattended while they speak to teachers or office staff, or if they are looking for a missing child.
- ✦ If it is confirmed by the school, that a child has been absent for the full day, or has been collected by a parent during the school day, staff must still inform a senior staff member by telephone.
- ✦ Once senior staff member has been informed, the other children can be transported to the woodland or indoor base.
- ✦ Senior staff will then contact parents.

Absent Child – (Where child was at school)

In the event of a missing child, **senior staff should be contacted immediately** (from school office if necessary).

- ✦ Contact the school office, or class teacher to enlist their assistance while searching for a missing child.
- ✦ No children should be left unattended while searching for a missing child.

- ☛ Senior staff members will contact parents/carers to confirm if their child is attending service, if it is confirmed that the child should be at the collection point, then situation should be escalated.
- ☛ All immediate contact numbers for parents/carers are stored in the service mobile phones, additional contacts can be found on Dropbox, both service mobiles phones have access to this.
- ☛ Police should be called if necessary, by a senior member of staff.

School Collection - Transporting by Vehicle

- ☛ Generic risk assessments should be carried out prior to every journey.
- ☛ To ensure children are supported, supervised and arrive at the setting safely, staff should plan where children will be sitting on the buses. If possible, a staff member should be seated in the back of the minibus in full view of the children.
- ☛ Seat belts and booster seats, where relevant, should be worn at all time, by children, staff and any other passengers.
- ☛ The minibuses do not require booster seats in the back of the bus, the two seats at the front of the bus may require a booster seat, depending on the size or weight of the child. Any child sitting in the front without a booster seat must be taller than 1.35m or 12 years old. If there is any doubt about whether a child is allowed in the front of the bus without a booster, they should be provided with a booster or moved to the back of the bus.
- ☛ When using a car to transport children, all children must be seated in booster seats, unless they are over 1.35m.
- ☛ It is possible that children may require to sit in the front seat of the cars or mini buses due to the number of children being collected that day. The children who will sit in the front will be the tallest or 22kgs, however if the tallest child is under 1.35 meters they will require to sit in the front on a booster seat. Children who need additional support may sit in the front with the driver.
- ☛ Staff are required to check how many children they are collecting each day, and ensure they have enough booster seats.
- ☛ As part of the registration form, all parents/carers must give written consent for children to be escorted to and from the service. Any child who is not allowed to sit in the front, per their parent/carer's request, will be noted on the register.
- ☛ All seatbelts must be fastened prior to departure. Driver's should call out "Has anyone not got their seatbelt on?"
- ☛ Children should not remove seatbelt until the driver tells them to, children should also remain in the vehicle until their staff member informs them it is safe to exit.
- ☛ One exiting the vehicles, children must be escorted into woodland or building.
- ☛ A first aid box will be placed within each vehicle and will be checked regularly to ensure there are sufficient supplies. Each driver will be responsible for ensuring their first aid box is sufficiently stocked.
- ☛ Health and Social Care Standards (2017) – 2.2 I am supported at the right time, 3.14 Confidence in trained, competent staff, 4.11 Care and support based on evidence and best practice
- ☛ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.1 Safeguarding and child protection, QI 3.1 Ensuring wellbeing, equality and inclusion
- ☛ Standards for Childhood Practice (SSSC, 2008) – Standard 3 Professional knowledge and understanding, Standard 4 Leading and managing practice, Standard 7 Communication
- ☛ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Promote rights and choices, Code 2 Communicate openly and effectively, Code 3 Promote safety and wellbeing

- ☛ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Included)
- ☛ UNCRC – Article 3 Best interests of the child, Article 19 Protection from harm

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Staff Babysitting Policy

To maintain professional boundaries, it is Auchinairn Afterschool Care(AASC) and Forest Kindergarten's(AFK) view that staff should not provide childcare services out with the settings hours of operation.

Staff employed at AASC or AFK:

- ✎ Should not babysit for families with children at the setting
- ✎ Should not make out of work arrangements that interfere with their employment with AASC or AFK
- ✎ Must always uphold the principles of the Data Protection Act 2018, discussions about the service, other children or families, and other employees of AASC or AFK are not permitted and would be considered a breach of contract.

- ✎ Health and Social Care Standards (2017) – 4.2 Organisation demonstrates principles of equality and fairness, 4.11 Care and support based on evidence and best practice
- ✎ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 1.2 Leadership of learning (professional conduct), QI 2.1 Safeguarding and child protection
- ✎ Standards for Childhood Practice (SSSC, 2008) – Standard 3 Professional knowledge and understanding, Standard 4 Leading and managing practice, Standard 6 Developing self, Standard 7 Communication
- ✎ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Promote rights and choices, Code 3 Maintain professional boundaries and promote safety, Code 6 Be accountable for quality of work
- ✎ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Healthy, Respected)
- ✎ UNCRC – Article 3 Best interests of the child, Article 19 Protection from harm
- ✎ Public Services Reform (Scotland) Act 2010 – Requirement for regulated services to ensure safe practice and professional conduct

Signed N Morton

Date 01/09/2025

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Auchinairn Afterschool Care and Forest Kindergarten

Vision, Values and Aims

The vision of Auchinairn Afterschool Care (AASC) and Forest Kindergarten (AFK) is to ensure children and staff within the service develop to the highest standard possible. We aim to provide a warm, caring, safe and stimulating environment for primary school aged children hours of 3pm and 6pm.

We value good character and promote a culture of collegiality, where integrity, respect, trust and communication are central to the culture. A culture where open and honest communication is valued, where co-operation is essential, and fairness is integral to a collegiate practice; These are at the core of the service's ethos. We aim to help nurture happy, confident and resilient children.

We strongly believe in the benefits of outdoor play and are committed to providing outdoor and particularly woodland activities. Our approach to the outdoor practice is based on the six Forest School principles:

1. Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit
2. Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world
3. Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners
4. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves
5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice
6. Forest School uses a range of learner-centred processes to create a community for development and learning



We believe that children and young people should be respected for who they are and also for their capacity to instigate, test and maintain curiosity in the world around them. We believe in the child's right to play, their right to access the outdoors, their right to access risk and their right to experience the vibrant reality of the natural world. Play is integral to the forest school ethos and principles: - we aim to ensure children have access to an area which supports these principles and tailor to the needs of the individual child and their right to play.

Through the outdoor and woodland experiences, we provide, children and young people will be given the opportunity to develop curiosity, self-confidence, self-esteem, creativity, empathy, communication skills, social skills, their knowledge of the natural environment, their ability to assess risk, share responsibility in the decision-making processes and share all duties fairly and equally. Forest school enables everyone to connect with nature, value the flora and fauna and take care of the environment.

Whether we are indoors or outdoors, we aim to provide a range of stimulating, fun activities and outings for all children. We aim to plan these activities and outings in collaboration with service users, within the local community. We aim to provide children with appropriately challenging and achievable tasks and activities which promote confidence, self-esteem, resilience, social skills, emotional intelligence, language and communication skills, problem solving skills, conflict resolution skills and independence.

We aim to ensure children are cared for by competent and confident staff, who, will respect and treat each child with dignity, respect for privacy, to help them make informed choices, to ensure their safety in all aspects of life, to encourage them to reach their full potential and ensure equality and diversity.

Sessions continue throughout all seasons and involve risk taking in a supported environment. There must be a level 3 trained forest school leader or fire and tool trained member of staff on site for fire and tool activities, shelter building and tree climbing to be allowed, and to ensure we respect the land.

Children within the service may participate in activities which will involve an element of risk, however, before participating, the child/young person's age and stage of development will be assessed as will their understanding of the risks involved. The risks associated with such activities will be assessed and all such activities supervised.

Auchinairn Afterschool Care and Forest Kindergarten are dedicated to incorporating the relevant Scottish frameworks and Guidance to our service.

- ☛ The United Nations Convention on the rights of the child
- ☛ Scottish Health and Social Care Standards
- ☛ How good is our early learning and childcare
- ☛ Standard for Childhood Practice
- ☛ Relevant Scottish Legislation

All the above resources are used to develop our policies and procedures.

Signed N Morton

Date 01/09/2025

Review date: August 2026



Auchinairn Afterschool Care and Forest Kindergarten

Zero Tolerance Policy

Auchinairn Afterschool Care and Forest Kindergarten have a 'Zero Tolerance' policy in place to always ensure the staff team's well-being. This states that the staff team have a right to work at either Auchinairn Afterschool Care or Auchinairn Forest Kindergarten without fear of being attacked either verbally or physically. Our aim is to create an atmosphere where there is a mutual respect between all the staff and parents/carers. All our staff aim to be polite, helpful, and sensitive to all family's individual needs and circumstances. We would respectfully remind parents/carers that our staff team are our greatest asset within the aftercare and kindergarten, and we want to ensure they feel happy and comfortable to come to work. The staff understand that there will be times when parents/carers may want to discuss a concern they may have or make a complaint, if this is the case the team will endeavour to deal with any situation like this in a calm and understanding manner and we would ask that parents/carers would treat the staff in the same way.

Any type of be inappropriate behaviour be it verbal or physical, will not be tolerated and may result in you being asked to leave the aftercare or kindergarten and your child's place may be cancelled in extreme cases, the Police may be contacted.

In order for the service to maintain good relations with the families on roll we would like to ask all parents/carer to read and take note of the occasional types of behaviour that would be found unacceptable:

- ✎ Using bad language or swearing at staff
- ✎ Any physical violence towards any member of the staff team or other parents, such as pushing or shoving
- ✎ Verbal abuse towards the staff in any form including verbally insulting the staff, making derogatory comments towards the staff or shouting at the staff team
- ✎ Using social media to make malicious or defamatory comments about the services or a member of the staff team – the service has the right to take legal action for anything that brings the services into disrepute.
- ✎ Racial abuse and sexual harassment will not be tolerated within the service
- ✎ Persistent or unrealistic demands that cause stress to staff will not be accepted. Requests will be met wherever possible and explanations given when they cannot
- ✎ Causing damage/stealing from the services premises, staff or other parents

If any person inside the service starts to act in an aggressive manner at the setting, our policy is to:

- ✎ Direct the person away from the children and into a private area, such as the office (where appropriate)
- ✎ Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children
- ✎ Remain calm and professional to calm the aggressive person, making it clear that we do not tolerate aggressive or abusive language or behaviour
- ✎ If the aggressive behaviour continues or escalates, we will contact the police to ensure the safety of our staff team, children and families
- ✎ If the person calms down and stops the aggressive behaviour a member of staff will listen to their concerns and try to resolve the issue

- ✱ Following an aggressive confrontation an incident form will be completed detailing the time, reason and any action taken
 - ✱ Any aggressive behaviour from a parent could result in the withdrawal of a place for the child/ren. Parents will be informed, by the management team, in writing within 3 days of any incident that involved aggressive or threatening behaviour to their staff
 - ✱ Management will provide support and reassurance to any staff member involved in such an incident
 - ✱ Management will signpost parents to organisations/professionals that can offer support if applicable
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- ✱ Health and Social Care Standards (2017) – 1.2 Human rights respected, 3.14 Confidence in trained, competent staff, 4.2 Organisation demonstrates principles of equality and fairness
 - ✱ How Good Is Our Early Learning and Childcare? (HGIOELC, 2016) – QI 2.1 Safeguarding and child protection, QI 3.1 Ensuring wellbeing, equality and inclusion
 - ✱ Standards for Childhood Practice (SSSC, 2008) – Standard 3 Professional knowledge and understanding, Standard 4 Leading and managing practice, Standard 7 Communication
 - ✱ SSSC Codes of Practice for Workers (2016/2024) – Code 1 Respect and promote rights, Code 2 Communicate openly and effectively, Code 3 Promote safety and wellbeing, Code 6 Be accountable for quality of work
 - ✱ Children and Young People (Scotland) Act 2014 / GIRFEC – SHANARRI indicators (Safe, Respected, Included)
 - ✱ UNCRC – Article 2 Non-discrimination, Article 3 Best interests of the child, Article 12 Right to be heard, Article 19 Protection from harm
 - ✱ Equality Act 2010 – Legal protection against harassment, victimisation, and discrimination
 - ✱ Public Services Reform (Scotland) Act 2010 – Requirement for regulated services to uphold respect and inclusion

Signed N Morton

Date 01/09/2025

Review date: August 2026

