



*Cawley Childcare Ltd*

*(1/4 Home from Home Creche & Preschool, Naíonra Tígh N<sup>o</sup>  
Trá & Kids Campus)*

# **Parent Handbook**

**PARENT HANDBOOK**  
**(Includes school Age Childcare)**

Document Title:	Parent Handbook
Document Author:	Rachel
Document Approved:	Rachel
Person(s) responsible for developing, distributing and reviewing Policy	Rachel
Person responsible for approving Policy	Rachel & Danielle
Method of communication of policies to staff (email / hard copy / induction training)	Staff – hard copy & induction training
Method of communication of policies to parents/guardians (full policies via email, hard copy)	Email, hard copy on site at all times if required.
Method of communication of policies to school age children (full policies via email, hard copy)	A copy of the policy is available in the service
Date the Document is Effective From:	September 2019
Scheduled Review Date:	September 2020

**This handbook has been communicated to parents/guardians and school age children**

**Relevant staff know the requirements and have a clear understanding of their roles and responsibilities in relation to this policy.**

**All staff have received training on this policy.**

**All staff are certified in relation to this policy.**

Child Care Act 1991 (Early Years Services) Regulations 2016 ([Síolta Standard 5: Interactions](#)) ([National Standard 3: Working in Partnership with Parents or Guardians](#), [National Standard 9: Nurture and Well-Being](#), [National Standard 10: Behaviour](#)) Aistear: The Early Childhood Curriculum Framework.

## ***CAWLEY CHILDCARE MISSION STATEMENT***

‘It is our aim to provide a homely, loving, fun and safe environment for the children in our care and to provide a stimulating program using age and stage appropriate toys and activities’ in all our settings (Home from Home Creche, Naíonra Tigín Na Trá & Kids Campus)

### ***CAWLEY CHILDCARE LTD***

- To provide a safe, warm, loving and fun atmosphere in Home from Home Creche, Naíonra Tigín Na Trá & Kids Campus.
- To comply with TUSLA (Child & Family Agency) regulations.
- To demonstrate a caring and considerate attitude towards you and your child.
- To encourage parental involvement, we will be there to discuss your child’s physical, emotional, developmental and social needs.
- To meet all aspects of your child’s developmental needs.
- To treat and value your child as an individual.
- To promote equality of opportunity.
- To celebrate cultural diversity.
- To use language that is accessible and appropriate.
- To ensure the health and safety of children and others.

## ***OUR SERVICES***

### ***Home from Home Creche***

Hours of opening will be strictly 7.15am to 6.30pm. We understand that any parent can on rare occasions be delayed and arrive after 6.30pm however if this was to happen on a regular basis you will be asked to make alternative arrangements for your child.

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For fee information, please refer to Fees Policy

Home from Home Crèche offers the free preschool years under the ECCE scheme. If you would like to know when your child qualifies please contact a member of staff.

- Home from Home Crèche is open all year-round Monday to Friday apart from Bank Holidays, Good Friday and Christmas Eve (when it falls on a mid-week day). We operate shorter hours on New Year's Eve.
- After school service provides dinner, tea, supervised homework and free play.
- We provide nutritional homecooked meals – breakfast, mid-morning snack, dinner, afternoon snack and tea. A copy of our weekly menu is displayed for your viewing. We cater for all dietary needs and this can be discussed at time of booking.
- Babies – please provide pre-prepared formula bottles. During weaning process, we will work closely with you. We will provide our own homecooked food appropriate to age or alternatively you may provide your own preferred foods for your child. We would ask that you clearly mark all your baby's bottles with their name on them. All bottles, soothers and bowls will be sterilized using the steam method.
- Our program includes daily outdoor play (weather permitting) therefore we would ask that you would leave a spare pair of wellington boots for those odd rainy days!
- Nappies, creams and wipes should be left in the creche. We will advise you when you will need to restock.
- At least one change of clothes should accompany your child daily.
- To prevent your child's toys being lost, broken or fought over we would ask parents not to bring toys to the creche.

### ***Naíonra Tigín Na Trá***

Hours of opening are as follows:

Preschool Classes (Year 2 of ECCE Scheme) 08:30am- 11:30am & 12:15pm-3:15pm

Preschool Class (Year 1 of ECCE scheme) 09:00am-12:00pm & 12:15pm – 3:15pm

- The naíonra operates from September to June, a calendar will be distributed in September outlining dates service is in operation. The ECCE scheme works on a 38 week basis as per regulations of the scheme.
- For fee information, please refer to Fee's Policy

### ***Kids Campus***

Hours of opening will be strictly 7.30am to 08:50am (Breakfast Club) and 1:10pm – 6:30pm (After School Club). We understand that any parent can on rare occasions be delayed and arrive after 6.30pm however if this was to happen on a regular basis you will be asked to make alternative arrangements for your child.

For fee information, please refer to Fees Policy

- Kids Campus is opened from September to June.
- We provide nutritional homecooked meals – breakfast, dinner, and tea.
- Supervised homework and a range of activities is offered to all children daily.
- Beam bags /Rest areas.
- A change of clothes can be sent in daily and children can change out of their uniform if you wish
- To prevent your child's toys being lost, broken or fought over we would ask parents not to bring toys to the creche.

### ***FEES***

- Payable in advance on the Monday of each week. Missed or late payments will result in a review of the placement in the creche.
- Home from Home Creche is based on a 52 week per year fee payment
- Naíonra Tigín Na Trá is based on a 38 week fee payment when the ECCE scheme is not applicable, If and When your child qualifies for the scheme there is no additional weekly costs.
- Kids Campus is fee paying on a weekly basis from August/September to June.
- Weekly rate: as per requirement / agreement with the setting,
- There are no fee concessions for absences of any kind.

Fees **ARE** applicable and must be paid if:

- Your child is absent due to sickness or holidays
- A weather alert is issued by the government and we have to close for the safety of everyone
- If you are on a government Scheme and you do not send your Child in, fees are still applicable for any days off.
- Fees apply during any type of Bank Holiday or Public Holiday
- Fees apply on service closures i.e. Good Friday and Christmas Eve (if it falls on a mid-week day)

### **Exception of Fees**

There is no exception of Fees.

## **Communication**

We use an app called **Childpath (Creche only)**

This is an app designed to give on time information to parents regarding their Child. The app is a private communication tool between the creche and the individual child therefore other parents cannot access any of yours or your Childs information.

The following information is regarded throughout the day and parents can access through the app:

- Arrival/Departure time
- Nappy changes
- Sleep times
- Food
- General communication
- Activities
- Photos

There is a cost to this app which is paid by the Parent(s).

### **Notice Boards**

We have Parent notice boards located in all premises.

### **Newsletter**

We issue newsletters on a bi - monthly basis.

### **Daily Programmes**

We follow the Better Start Programme, this is a programme which is Child led and offers Children more choice in what they do on a daily. As children's routines and interests change so does our daily and weekly planning. Full details of the programme can be given to you during induction times.

## **Rest Time**

In each of our services there is rest areas for the children to rest throughout the day.

Kids Campus offers bean bags and a quiet Den.

Naíonra Tigin Na Trá offers a quiet Den, mats and cushions for rest time if required

Home from Home Creche offers cots and beds for children under 3 years of age and mats and cushions in all rooms for resting

We have separate monitored sleep rooms for Babies, Wobblers and Toddlers, please refer to Safe Sleep Policy for more information.

## ***POLICIES AND PROCEDURES WITHIN THE SETTING***

We have an extensive list of Policies and Procedures within our settings. These are put in place to ensure the safety of children and staff and to also ensure we are carrying out our daily job to the best of our ability.

I have included the more relevant policies with this handbook however we have additional policies that you are more than welcome to have a copy of. If you require any additional copies from the list below please ask a member of staff.

Our policies and procedures are updated annually to enhance the quality of childcare we offer.

Included in this Handbook is the following Policies and Procedures, these are the more day to day policies which you may need to refer to:

- Behaviour Management (includes biting)
- Illness Management
- Inclusion
- Fees
- Camera / Smart Phones
- Accident & Incidents

The following are also in place, if you would like a copy, please request one from a staff member.

- Child & Adult Protection Policy
- Management Structure
- Risk Assessment (Indoors and Outdoors)
- Outings
- Sleeping Babies
- Complaints Procedure
- Cleaning
- Fire Evacuation
- Garda Vetting
- Qualifications and Training
- Staff Absences
- Recruitment
- Nappy Changing

## **MENU GUIDELINES**

### *Home from Home Crèche Monday Menu*

#### **Breakfast**

Readybrek / Weetabix / Rice Crispies / Corn Flakes

#### **Mid-Morning Break**

Milk / Water

Toast

#### **Dinner**

Water

Fish Fingers, mash & peas

*Baby Room:* Fish, mash & peas or Pureed vegetables

#### **Mid Afternoon Snack**

Selection of Fruit & Cheese - Apple, Orange, Banana, Raisins, Cheese & Bread Sticks

#### **Tea**

Milk / Water

Selection of Sandwiches (Chicken , Ham or Cheese) and Yoghurts

*Please note all children 18 months and under will get a hot dinner at tea time.*

**Some of the above foods may contain Allergens, please ask a member of staff for the *Home from Home Crèche Allergen Folder* which will give you full details of each Allergen and the foods which contain them.**

### *Home from Home Crèche Tuesday Menu*

#### **Breakfast**

Readybrek / Weetabix / Rice Crispies / Corn Flakes

#### **Mid-Morning Break**

Milk / Water

Toast

#### **Dinner**

Water

Spaghetti Bolognaise

Babies: Sweet potato, carrots, parsnips or Spaghetti Bolognaise

#### **Mid Afternoon Snack**

Selection of Fruit & Cheese - Apple, Orange, Banana,

Raisins, Cheese & Bread Sticks

#### **Tea**

Milk / Water

Spaghetti Hoops & Toast

*Please note all children 18 months and under will get a hot dinner at tea time.*

**Some of the above foods may contain Allergens, please ask a member of staff for the *Home from Home Crèche Allergen Folder* which will give you full details of each Allergen and the foods which contain them.**



*Home from Home Crèche*  
*Wednesday Menu*

**Breakfast**

Readybrek / Weetabix / Rice Crispies / Corn Flakes

**Mid-Morning Break**

Milk / Water

Toast

**Dinner**

Water

Shepard's Pie & Vegetables

*Baby Room:* Shepard's Pie & Vegetables or Pureed vegetables

**Mid Afternoon Snack**

Selection of Fruit & Cheese - Apple, Orange, Banana,

Raisins, Cheese & Bread Sticks

**Tea**

Milk / Water

Waffles & Chicken Goujons

*Please note all children 18 months and under will get a hot dinner at tea time.*

**Some of the above foods may contain Allergens, please ask a member of staff for the *Home from Home Crèche Allergen Folder* which will give you full details of each Allergen and the foods which contain them.**

*Home from Home Crèche*  
*Thursday Menu*

**Breakfast**

Readybrek / Weetabix / Rice Crispies / Corn Flakes

**Mid-Morning Break**

Milk / Water

Toast

**Dinner**

Water

Chicken Curry and Rice

*Babies:* Chicken, vegetables & potato

**Mid Afternoon Snack**

Selection of Fruit & Cheese - Apple, Orange, Banana,

Raisins, Cheese & Bread Sticks

**Tea**

Milk / Water

Cheesy Pasta Bake

*Please note all children 18 months and under will get a hot dinner at tea time.*

**Some of the above foods may contain Allergens, please ask a member of staff for the *Home from Home Crèche Allergen Folder* which will give you full details of each Allergen and the foods which contain them.**

## *Home from Home Crèche*

### *Friday Menu*

#### ***Breakfast***

Readybrek / Weetabix / Rice Crispies / Corn Flakes

#### ***Mid-Morning Break***

Milk / Water

Toast

#### ***Dinner***

Water

Lasagne or Tuna Pasta

Babies: Chicken, Mash & Vegetables

#### ***Mid Afternoon Snack***

Selection of Fruit & Cheese - Apple, Orange, Banana,

Raisins, Cheese & Bread Sticks

#### ***Tea***

Milk / Water

Chicken or Ham Rolls & Yoghurt

*Please note all children 18 months and under will get a hot dinner at tea time.*

**Some of the above foods may contain Allergens, please ask a member of staff for the *Home from Home Crèche Allergen Folder* which will give you full details of each Allergen and the foods which contain them**

**Some of the above foods may contain Allergens, please ask a member of staff or you can access the *Allergen Folder* which is located in the porch area of the creche. This will give you full details of each Allergen and foods which contain the allergen**

**Baby Room Menu – on request as this will depend on the stage your child is at.**

**Some of the above foods may contain Allergens, please ask a member of staff or you can access the *Allergen Folder* which is located in the porch area of the creche. This will give you full details of each Allergen and foods which contain the allergen**

#### ***Naíonra***

Packed lunch is sent in daily.

#### ***Kids Campus***

Menu available on request

## ***HEALTH AND SAFETY***

- A copy of Immunisation records must be submitted with your Childs enrolment form.
- In order to prevent the spread of infection, in the case of a child who comes in with an infectious disease e.g. gastro-enteritis, conjunctivitis, chicken pox etc, parents will be contacted immediately and asked to take the child home.
- If your child becomes unwell in the creche we will contact, you immediately and agree arrangements.
- In the event of serious illness or an accident we will go straight to the hospital or call for an ambulance for immediate referral to Accident and Emergency. You will be contacted immediately.
- No medication will be administered without your initial consent and authority to administer must be signed on your Childs enrolment form. Antibiotic medication must be labeled from the chemist with the child's name on it, dosage required and name of medication.
- If you arrange for another adult to collect your child, we will not release him/her without being informed beforehand (it won't matter if it is a granny, aunt, uncle etc). If they are new to the creche and we have not met this person, ID is required.
- On commencement in the crèche, parents must fill in a registration form for your child, this form includes personal information of the child and parents, emergency contacts, medical history and any special requirements.

*Please refer to Illness Policy for more information on the above.*

**‘WELCOME TO OUR SETTING. WE LOOK FORWARD TO BUILDING A WONDERFUL FRIENDSHIP WITH BOTH YOU AND YOUR CHILD.’**

**Please scroll down for the day to day policies and procedures which you may need to refer to. For all other policies and procedures listed please ask a member of staff for a copy of any you would like.**



*Cawley Childcare Ltd*

*(I/A Home from Home Creche & Preschool, Naíonra Tígin  
Na Trí & Kids Campus)*

# **Policy & Procedure**

# BEHAVIOUR MANAGEMENT

## BEHAVIOUR MANAGEMENT Including Managing Challenging Behaviour (Includes school Age Childcare)

Document Title:	Behaviour Management Including Managing Challenging Behaviour
Document Author:	Rachel
Document Approved:	Rachel
Person(s) responsible for developing, distributing and reviewing Policy	Rachel
Person responsible for approving Policy	Rachel & Danielle
Method of communication of policies to staff (email / hard copy / induction training)	Staff – hard copy & induction training
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Child Care Act 1991 (Early Years Services) Regulations 2016 ([Síolta Standard 5: Interactions](#)) ([National Standard 3: Working in Partnership with Parents or](#)

Guardians, National Standard 9: Nurture and Well-Being, National Standard 10: Behaviour) Aistear: The Early Childhood Curriculum Framework.

**Statement of Intent:**

We will work with the children to ensure they receive positive guidance, support, and encouragement to finding positive solutions to manage their own behaviour. The Service sets realistic expectations of behaviour in accordance to the age and stage of development of the child. We apply rules and expectations fairly and consistently to all children. We do not use any form of physical punishment. We encourage children to respect themselves, others and the environment. We facilitate children to make positive decisions and choices about their own learning and development to develop a positive sense of self. We aim to facilitate a happy, caring environment with stimulating activities for all children. In the case of a particular incident, or persistent unacceptable behaviour, we will *always* discuss ways forward with the parent(s)/guardian of the child.

**Note:** If child abuse or neglect is suspected, it is managed in line with the Service's Child Protection and Welfare Policy.

**The Social and Emotional Wellbeing of all Children is Fostered**

- Children are supported to recognise, express and cope positively with emotions.

Examples:

- Being supported to communicate their needs and wants, verbally and non-verbally (picture cards, hand signals) in a positive way.

- Discussing and naming their wide range of emotions and feelings, while empathising with feelings of others (happy, sad, angry, feelings of exclusion and feeling hurt).
- Assisting children to develop techniques that help them manage their positive and negative feelings OWL (observe, wait, listen).
- Listening to children in a caring, gentle way when they express emotions and reassuring them that it is normal to experience positive and negative emotions at times.
- Acknowledging and accepting children's feelings (positive and negative) and the relationships between children's actions and other responses.
- Children are supported to demonstrate self-confidence (example: chose activities that foster children's feelings of competence).
- **Staff respond to infants in a timely and appropriate way when they cry or become upset.**
- Children who show signs of social and emotional difficulties are given the appropriate care and support within the Service.

### **Children Are Supported To Develop Self-Regulation and Pro-Social Behaviour**

- The social and physical environment is stimulating, challenging and interesting for children and is focused on their active engagement and involvement.
- Staff help children to recognise and understand the rules for being together with others (examples: waiting their turn, listening to each other, solving problems together, sharing).
- A climate is fostered where children know the boundaries and know how they're expected to behave within the Service.

- Staff support children to enter into social groups, develop friendships with other children and to learn to help and positively engage with other children and adults.
- Staff encourage and praise children for specific, positive and appropriate behaviours.
- Children are given positive alternatives rather than just being told "no"
- Children are supported in preventing, managing and resolving conflict.

Examples:

- creating conditions that minimise conflict between children (providing enough popular equipment and materials);
  - acting to prevent potential conflicts and encouraging the children to resolve conflict if it exists;
  - responding promptly to children who are giving signals or cues expressing or indicating needs;
  - encouraging children to negotiate and resolve conflicts peacefully, with adult intervention and guidance when necessary;
  - actively supporting children in solving their differences and problems without being "told" or "ordered" what to do; and
  - prompting and supporting children to remove themselves from situations where they are experiencing frustration, anger or fear.
- Children with ongoing challenging behaviour are supported and helped to control their emotions and distress.

Examples:

- reviewing the child's programme of care to ensure it is meeting the child's care, learning and developmental needs;
- reviewing the approaches taken to address a child's ongoing challenging behaviour, so that every opportunity is taken to make sure the behaviour improves;



- engaging with the child's parents or guardians to work with them on addressing the issues relating to the child's behaviour (developing a behaviour management plan, assessing the need for help from external experts or professionals; and
- developing a risk assessment to manage the risks associated with the behaviours to the child and to the other children and staff.

**We will NEVER inflict corporal punishment on a child.**

**General Procedures for Promoting and Nurturing Positive Behaviour:**

- During the induction period, all new staff are introduced to the behaviour policy and are asked to sign the policy to say they have read it and agree to implement the policy.
- Staff will adopt a reciprocal and positive relationship with the child.
- Staff will act as a role model and adopt a confident approach to encourage and support positive behaviour.
- Staff will work in a respectful manner and in partnership with other practitioners, children and parents/guardians.
- Staff are role models for the children and should treat one another with respect, use appropriate tone of voice and body language to one another and the children.
- Observation and recording will be used to inform and support staff to decide on appropriate methods and strategies of dealing with behaviour problems.
- The Manager is the person designated as the resource person for staff support on behaviour management issues.
- At an age appropriate level, children will be encouraged and supported in resolving their own disputes.
- Each child should be positively supported and recognised as an individual.

- Staff will practically engage children in resolving their conflicts using age appropriate methods. In doing this, children can explore their feelings and conflicts in a safe controlled way. Staff will positively support children in doing this.
- Training will be provided for staff where necessary.

### **Rewarding Positive Behaviour:**

- Staff will acknowledge and praise positive behaviour as it occurs.
- Children are not rewarded with food, sweets or treats and all staff understand how to support positive behaviour, and how to encourage and facilitate it effectively.
- Positive language will be used rather than negative and statements made. Rather than saying 'no' for example:
  - Say: *"I would like you to sit back down on the chair please John, because you will fall off and hurt yourself". Or "We are inside and we don't climb on furniture or equipment inside". Or "I would like you to sit back down on the chair please, do you remember we only climb on things when we are outside"*
  - Rather than: *Don't stand on the chair"*
- While encouraging positive behaviour, the child's self-esteem should not be negatively impacted. The child should not be labelled through the use of certain words for example bold, naughty.

### **Mild Behaviour Issues:**

**In anticipating occasional inappropriate behaviour, we follow these guidelines:**

- Staff will provide a calm, safe and stimulating environment which is age appropriate and of interest to all children present within the group.
- Children are involved where appropriate in the planning of activities and developing the curriculum.
- A routine and rhythm which is practical and beneficial to the age range of children should be developed and sustained.
- Staff will ensure rules are applied consistently to all children within the setting and are aware expectations regarding the children's behaviour.
- Correct Child: Adult ratio's will be implemented according to the Child Care Act 1991 (Early Years Services) Regulations 2016 at all times.
- Children have regular daily access to the outdoor play area.
- Children are kept informed of what is happening and what is expected of them.
- We ensure there are enough suitable age appropriate and activities and equipment for children.

### **Implementing Positive Steps to Supporting Positive Behaviour:**

- Children should be made aware of the expectations and their responsibility
  - *No hurting bodies*
  - *No hurting feelings*
- Positive behaviour should be supported and encouraged from all children consistently throughout the day by all staff.
- Incidents should be dealt with immediately by the staff who witnesses it.
- Staff should not speak about the child, or their behaviour in front of other parents/guardians, children or the child.
- The child should not be labelled by staff.
- Positive behaviour should be consistently encouraged to **all children**.
- Correct Child: Adult ratios should be implemented at all times.

- Positive behaviour should be implemented within the curriculum throughout various themes. Age appropriate activities, prompts and materials should be provided to children to explore their feelings and emotions throughout the year.
- The staff, where possible, should have a quiet area where children can retreat if they are experiencing negative feelings for example a quiet corner.
- At an age and developmentally appropriate level, when the child is calm, the staff should explore the behaviour with the child using prompts for example I noticed you got [feeling] when you were at the [area].....what could you do the next time you feel....Do you know what I do when I am [emotion]...

### **Procedures for Supporting Positive Behaviour:**

**ABCD: Action Behaviour Choice Decision**

### **Minor Behaviour Problems:**

In these type of situations, the child may have caused no issue and all day and suddenly their behaviour changes. Minor behaviour problems are behaviours in line with the child's age and stage of their development (See Appendix A: Children and Behaviour).

Staff should positively support the child's well-being and identity throughout the process of supporting positive behaviour. The child should always feel valued, respected, empowered, cared for, and included.

Staff will assess each situation and use their best judgement in dealing with the matter. Situations may arise where the staff may allow the children 'resolve their own battles' or ignore minor incidents.

A sensible approach is recommended in dealing with minor behaviour problems. It is not always evident to staff what the cause of an incident has been.

Conflict Resolution Approach (Adapted from High/Scope)		
Age of child:	Approach:	Examples of behaviour:
<p><b>Under 1 yr</b></p> <p><b>1 – 1½ yr</b></p> <p><b>1½ - 2yr</b></p>	<ol style="list-style-type: none"> <li>1. approach calmly</li> <li>2. Stop any hurtful actions</li> <li>3. Acknowledge children's feelings</li> <li>4. Gather information</li> <li>5. Restate the problem</li> <li>6. Distract the child</li> </ol>	<ul style="list-style-type: none"> <li>• Frequent crying to seek attention</li> <li>• Temper tantrums</li> <li>• Will test limits/rules</li> <li>• Biting</li> </ul>
<p><b>2- 3yrs</b></p> <p><b>3-5 years</b></p> <p><b>School Aged</b></p>	<ol style="list-style-type: none"> <li>1. Approach calmly</li> <li>2. Stop any hurtful actions</li> <li>3. Acknowledge children's feelings</li> <li>4. Gather information</li> <li>5. Restate the problem</li> <li>6. Ask for ideas for solutions and decide on an outcome the child.</li> </ol>	<ul style="list-style-type: none"> <li>• Temper tantrums</li> <li>• Possessive of toys</li> <li>• Fussy feeder</li> <li>• Use of bad language</li> <li>• Whiny</li> <li>• Verbally hits out</li> <li>• May be bossy</li> </ul>

If a child has a temper tantrum, the age of the child is taken into consideration. A child **under** three years is more likely to have tantrum out of frustration. A child **over** three years is more likely to be linked to defiance. Staff will take a gentler approach with the younger child and a firmer approach with the older child. Staff

will explain to the older child in a calm clear way using simple words why they cannot have what they want. If the tantrum continues and other children are getting upset or hit the child will be moved to another area in the room until they calm down.

The staff member should act in a calm and fair manner and allow the child to re-join the activity when they have calmed down as if nothing has happened.

At this stage, boundaries should be highlighted to the child. The expectations **must** be clear and reasonable to the age of the child and their developmental level.

Where it is evident that a child is about to misbehave for example taking a toy from another child then the staff member should comment on the behaviour. *'Mary, you know we take turns and share. Angela will let you have that toy [name toy or doll] to play with when she is finished. Will we ask Angela to let you have that toy when she is finished?'* This provides the child with an opportunity to change the behaviour and not take the toy from the other child. If the child continues a second reminder should be given and what the consequences will be if they continue.

### **Managing Moderate Behaviour Problems:**

**ABCD; Action Behaviour Choice Decision**

Moderate behaviour problems tend to happen more frequently than the 'once off' type behaviours and have a greater impact on the child themselves and other children in the room.

Staff should positively support the child's well-being and identity throughout the process of supporting positive behaviour. The child should always feel valued, respected, empowered, cared for, and included.

Age of child:	Approach:
<p><b>Under 1 yr</b></p> <p><b>1 – 1½ yr</b></p> <p><b>1½ - 2yr</b></p>	<ol style="list-style-type: none"> <li>1. Approach calmly, stopping any hurtful actions</li> <li>2. Acknowledge children's feelings</li> <li>3. Gather information</li> <li>4. Restate the problem</li> <li>5. Suggest solutions and choose one together</li> <li>6. Be prepared to give follow-up supports for supporting Positive Behaviour</li> <li>7. Observe the child</li> </ol>
<p><b>2- 3yrs</b></p> <p><b>3-5 years</b></p> <p><b>School Aged</b></p>	<ol style="list-style-type: none"> <li>1. Approach calmly, stopping any hurtful actions</li> <li>2. Acknowledge children's feelings</li> <li>3. Gather information</li> <li>4. Restate the problem</li> <li>5. Ask for ideas for solutions and</li> <li>6. Choose a decision together</li> <li>7. Be prepared to give follow-up supports for Supporting Positive Behaviour</li> <li>8. Observe the child</li> </ol>

Staff will ask the child what is wrong or bothering them. Emotion picture cards may be used with younger children to support how they may be feeling.

Observations will be used to assist making an assessment as to what may cause the behaviour. Observations will be used to capture when the child's behaviour is more positive as when behaviour is more challenging children are regularly corrected. Constant correction can have a negative impact on the child's self-esteem. Staff will use the observation of 'positive' behaviours to give plenty of encouragement and praise which should help to develop self-esteem.

This approach can be shared with parents/guardians and used at home and in the service. Observations should be looking for:

- When the child is at their best behaviour and when they 'act out'.
- Consideration will be given to whether the child likes the activity or not, is there a particular child they don't get on with, are they tired, hungry, or perhaps ill?
- If the group of children are becoming disruptive review the activities the staff will review activities to ensure children do not become bored or sit for too long.

Staff will consider changing the layout of the room regularly, and perhaps changing the daily routine to ensure that there is variety and children do not become bored.

Staff will consider liaising with the designated person responsible for behaviour management for support when they have used strategies that have not seen an improvement in behaviour.

### **Managing Severe and Challenging Behaviour:**

**ABCD: Action Behaviour Choice Decision**

Severe and challenging behaviours are frequent and repeated actions by a child that impact significantly on other children and the child themselves. The child



may also find it difficult to engage in the activities being undertaken. In this type of situation, the behaviour has not improved using the usual behaviour management strategies and may often require more intensive one-to-one support to the child. Staff understand that it is important to recognise in managing severe/challenging behaviour that there is a problem.

Staff will discuss the behaviour problem with the designated person who has overall responsibility for managing children’s behaviour problems to put an action plan together.

At any age:	Approach:	Examples of behaviour:
<ol style="list-style-type: none"> <li>1. <b>Approach calmly, stopping any hurtful actions.</b></li> <li>2. <b>Make eye contact with the child</b></li> <li>3. <b>Acknowledge children’s feelings.</b></li> <li>4. <b>Gather information.</b></li> <li>5. <b>Restate the problem and ensure the child understands</b></li> <li>6. <b>Suggest solutions and choose one together.</b></li> <li>7. <b>Be prepared to give follow-up supports for supporting Positive Behaviour</b></li> <li>8. <b>Observe the child</b></li> </ol>		<ul style="list-style-type: none"> <li>• kicking,</li> <li>• hitting,</li> <li>• bad language,</li> <li>• prolonged screaming,</li> <li>• breath holding,</li> <li>• head banging,</li> <li>• ongoing biting,</li> </ul> <p>Other behaviours may present as the child refusing to engage, being over anxious, avoiding contact with others and unusual behaviours.</p>

Staff will ensure that instructions or corrections are given in simple words and kept short and that similar phrases are used by all staff and the child’s parents/guardians so that the information been given to the child is consistent.

Where a child is receiving professional support the Service will work with the parents/guardians and the professionals to implement the programme or approaches recommended.

A behaviour management strategy plan will be drawn up based on observations and professional support guidance where possible. All staff will adopt the same approach to what to do when the child shows signs that the challenging behaviour is about to be presented, how best to manage that behaviour when it happens, how to limit the negative impact on other children or activities and strategies that can be taught to the child to help them control their own behaviour.

The Service will engage and work with the parents/guardians to work towards the same approach at home and in the Service to behaviour management

**Procedures Which Are Unacceptable for Supporting Positive Behaviour:**

- Physical punishment (corporal punishment).
- Sending children out of the room.
- Isolating children from the group e.g. time out.
- Shouting or raising of your voice
- The use of or threat of any practices that are disrespectful, degrading, exploitative, intimidating, isolating, emotionally and/or physically harmful to the child or neglectful of the child.
- Bullying in any form
- Physical restraint for example holding will not be used unless it is required to prevent injury to child, other children, adults or property. Staff must ensure that no physical pain is inflicted upon the child(ren). In cases where it is required to hold a child in such manner, it **must** be recorded in the accident and incident

- It is not the Service's policy to use any kind of restraint in managing behaviour. If restraint is considered a last resort option the Service will seek professional advice and staff will attend specialised training on evidence - based methods to ensure it is used appropriately, safely and with respect so that the child's dignity is not undermined. Staff who feel under pressure due to a child's difficult behaviour should seek support from management so a plan can be devised. No staff member is permitted to use physical restraint routinely.
- report. Parents/guardians **must** be informed of the incident.
- Speaking negatively about the child to other staff *or* in front of the child/other children.
- The child should not be labelled.
- Staff should not expect unrealistic behaviour from a child in accordance with their age and stage of development.
- Once the incident is over, the staff member should not place emphasis or keep reminding the child of their behaviour.
- The child should not be humiliated.
- Withholding food or drinks.
- Showing favouritism.
- Failing to reassure or comfort a child.

#### **Partnership with Parent(s)/Guardians:**

- It is our policy to work in close collaboration with parents/guardians. We recognise and value the role of parent(s)/ guardians in their child's life in supporting positive behaviour, working in partnership with parent(s)/ guardians is important. It is our policy to inform parent(s)/ guardians at the enrolment stage, of the policies and procedures in relation to behaviour. The supporting positive behaviour policy will be explained, in doing this, a consistent approach can be adopted.

- Parent(s)/guardians are encouraged to share any difficulties/concerns which they may be experiencing regarding the child's behaviour for example bereavement, illness, a new baby etc.
- Where a child's behaviour is causing concern, it is our policy to do this in a consultative manner, and staff will endeavour to work in partnership with the parent(s)/ guardian to develop a strategy for dealing with the situation.
- Discussing the child's behaviour in front of the child/ other children/parents/guardians will be avoided.

Where a significant incident occurs regarding a child's behaviour, the following should be documented.

- The child's full name
- Time and location of the incident
- Events leading up to the incident
- What happened
- Others involved
- Witnesses
- How the situation was handled (**ABCD**)
- Follow up with the children

### **Anti-bullying:**

Children are afforded a right to their own time and space. Depending on the child's age and stage of development, it may not be appropriate to expect children to share. However, we feel it is important to acknowledge both children's

feelings, and to support them in understanding how the other child may be feeling.

Diversity and equality is important for children to understand and we endeavor to create a positive and supportive environment for all children. Staff will encourage all children to acknowledge and celebrate difference. Consequently, children will recognize from an early age, bullying, fighting, hurting and racial comments are not acceptable behaviour.

Bullying can take many forms. It can be physical, verbal or emotional, but it is always repeated behaviour which makes other people feel uncomfortable or threatened. Any form of bullying is **unacceptable** and will be dealt with immediately. At our Service, staff follow the guidelines below to ensure children do not experience bullying.

### **Identifying Bullying:**

Bullying can take many forms. It can be physical, verbal or emotional, but it is always repeated behaviour which makes other people feel uncomfortable or threatened. Any form of bullying is **unacceptable** and will be dealt with immediately. At our service, staff follow the guidelines below to ensure children do not experience bullying.

### **Definition**

Bullying consists of repeated inappropriate behaviour whether by words, by physical action or otherwise, directly or indirectly applied, by one or more persons against another person or persons which undermines the individual person's right to personal dignity.

### **Cyber Bullying or E-Bullying**

Cyber bullying or E-Bullying is the use of emails, text messages, instant messages or web pages to spread rumours, make threats or harass. It can

include written messages, photographs, videos or voice messages.

- This may involve individuals set up as 'groups' in an online social network. These 'groups' may be used to jeer at or target someone in a cruel way. Those who are organising this may remain anonymous. Someone may make a light-hearted joke or post online and it could develop into a bullying situation if others add cruel remarks or comments. Technology can be used to bully and say things online or by text that individuals would never say face to face. Everyone needs to know that they are responsible for their words and actions in cyberspace as well as in the real world. If it comes down to it, the source of the abuse, the computer or phone being used, can be identified by the Gardaí. This type of bullying is just as harmful and upsetting as face to face bullying.
- Where cases of serious incidents of bullying are reported to the Gardaí the source of the messaging e.g. a computer or phone can be traced to identify the perpetrator of such bullying messages.

**Where the Service becomes aware of cyber-bullying (e-bullying) by children in the service:**

Where it is brought to the attention of the Service by a staff member, parent/guardian or child, that a child or children in the Service are cyber-bullying (e-bullying) another child or children in the services the following initial and immediate steps will be taken to prevent and endeavour to stop such cyber bullying (e-bullying):

1. Explain to the child or children responsible for such bullying that what they are doing is wrong and explain that it is bullying.
2. Explain to the child how serious what they are doing is.
3. Explain the serious consequences for everyone involved.
4. Explain that bullying over the internet is just as serious as face to face bullying.

Note: Please also see below the Service's procedure for reporting incidents of bullying and how they are dealt with by the Service.

**Note:** this is not to be confused with good-natured banter that goes on as part of the normal social interchange between pupils or normal professional classroom management by staff.

### **Bullying Preventative Measures**

- Staff ensure all children feel safe, happy and secure within the setting.
- Staff develop positive relationships with all children and encourage children to speak about their feelings.
- Staff are encouraged to recognise that active physical aggression in the early years is a part of children's development and recognise positive opportunities should be in place for children to channel this positively.
- Children are learning about their feelings, staff will support children in identifying their feelings and actions for example happy, sad, and angry.
- At an age and stage appropriate level, children will be encouraged to resolve their problems and take responsibility for their actions.

- Staff are encouraged to adopt a policy of intervention when they think a child is not being treated in a fair or appropriate manner.
- Staff are aware when play becomes 'aggressive' and will initiate an appropriate activity with the children.
- Any instance of bullying will be discussed fully with the parents/guardians of all involved to look for a consistent resolution to the behaviour.
- If a parent(s)/ guardian has a concern regarding their child's behaviour, the staff member or Manager will be available to speak to the parent. It is through partnership with parent(s)/ guardians which we can ensure a child will feel confident and secure in their environment, at home and in the setting.

### **What causes children to be aggressive?**

Sometimes, aggression takes the form of instigating fights, sometimes the child may provoke other children to fight, or may antagonise or threaten other children. Other children do not like this behaviour and will often feel intimidated and insecure in their environment.

Children who display aggressive behaviours will often have low self-confidence, poor social skills and may have difficulties with their speech. However, any child regardless of their age or stage of development may experience aggression at some stage. Aggression brings power and often children who are aggressive will seek the control and position which comes with it among their peers.

### **How can we support positive behaviour?**

- Aggressive behaviour should never be ignored.
- Staff should not get into a power struggle with the child.
- Be firm but gentle in their approach. The child should not be given mixed messages at this stage.



- The child should always feel valued, respected, cared for, and included.
- One-to-one work should be initiated with the child, and a plan should be devised. For example, when I get angry, I will go to the ... [area].
- Provide opportunity for the child to display positive behaviour, acknowledge and praise this behaviour.
- Provide the child with opportunities which demonstrates leadership and communication in a positive manner.
- The **ABCD** model should be used with the child, where age and stage appropriate, the child should make the choice, and also take responsibility for their actions.
- The staff member should be fair in their expectations, and should be consistent, patient and understand change will take time.

### **Rough and Tumble Play/ Fantasy Aggression:**

Young children often engage in play which has aggressive themes- such as superhero and weapon play. This may take over some children's play. This is an interest of that particular child, and *it is not a precursor for bullying*. We will ensure the behaviour does not become inconsiderate or hurtful and will address it if we feel necessary.

- We recognise rough and tumble play is part of children's development, and it is acceptable within limits. We view this type of play as role play, and not as problematic or aggressive.
- We will offer opportunities for children to explore this type of play in a safe and secure environment.
- Children will be aware of the boundaries with this form of play and will be aware when this behaviour is not acceptable.

- We recognise fantasy play may contain violent dramatic strategies- blowing up, shooting etc. We will use these opportunities to explore lateral thinking and conflict resolution. These themes often refer to 'goodies and baddies', we will use such opportunities to explore concepts of right and wrong, and alternatives to the dramatic strategies.

**Applies to older children only (Kids Campus Afterschool Age children and Home from Home Afterschool Age children only )**

### **Bullying Procedure for School Aged Service**

It is always best to work towards bullying prevention as outlined above. However sometimes serious bullying may be taking place. Every person in the Service is entitled to respect and to be free of any type of bullying.

We will work proactively, as far as it can, to ensure that bullying does not take place.

Reporting incidents of bullying is responsible behaviour and not telling tales.

A record will be kept of any genuine incidents of bullying.

The matter will be dealt with seriously.

Appropriate action will be taken to ensure that it does not continue.

Types of behaviour deemed to be inappropriate

- Humiliation; including name-calling, reference to academic ability etc.
- Intimidation; including aggressive use of body language.
- Verbal abuse, anonymous or otherwise.
- Physical abuse or threatened abuse.
- Aggressive or obscene language.
- Offensive jokes; whether spoken or by email, Facebook, text messaging etc.
- Victimisation; including very personal remarks.
- Exclusion and isolation.
- Intrusion through interfering with personal possessions or locker.
- Repeated unreasonable deadlines or tasks.
- Threats, including demands for money.
- An attack by rumour, gossip, innuendo or ridicule on any individual's reputation.

### **Procedures for Reporting Incidents of Bullying**

School aged children should discuss any incident of bullying with a staff member or another trusted adult within the Service; this is responsible behaviour rather than 'telling tales'.

Parents/guardians should contact the manager regarding incidents of bullying behaviour which they might suspect or that have come to their attention through their children or other parents.

**Incidents of bullying behaviour, no matter how trivial, which are drawn to the attention of a staff member, will be dealt with in the following manner**

Appropriate personnel will interview all the pupils involved in a bullying incident. The alleged victim and alleged perpetrators of the incident will be spoken to and encouraged to solve the problem.

All interviews will be conducted with sensitivity and with due regard to the rights of all children involved.

Records will be kept of all incidents and of the procedures that were followed.

The Manager will monitor progress of pupils involved in a bullying incident by liaising with the staff member and children involved (separately) at follow-up meetings.

Where the incident is deemed to be minor, a verbal warning will be given to the bully to stop the inappropriate behaviour, pointing out how he/she is in breach of the normal standards of behaviour at the Service and trying to get him/her to see the situation from the victim's point of view. If deemed appropriate, parents may be contacted. The incident will no longer be considered if there is no recurrence within the term.

If the behaviour persists, the parents/guardians of the victims and bullies will be informed. Thus, they will be given the opportunity of discussing the matter and are able to help and support their children before a crisis occurs. Appropriate sanctions will be imposed. The incident will no longer be considered if there is no recurrence within that year.

If there is a serious incident, perhaps repeated verbal assault or coercion, management and parents will be involved, and appropriate sanctions applied.

Where the incident is deemed to be more serious (e.g. gross misbehaviour or physical assault), management should be informed immediately

Offenders and victims of bullying may be referred to counselling with parental agreement.

**Sanctions may include:**

- A contract of good behaviour
- Withdrawal of privileges
- Other sanctions as may be deemed appropriate
- Withdrawal from the service

**Note:** that asking a parent to withdraw their child is the last resort and will not happen without exploring other strategies

In the case of a complaint regarding a staff member, this should be referred immediately to management who will invoke the HR Policies if deemed necessary

**Advise to staff if investigating Incidents of Bullying**

Staff are best advised to take a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by children, staff or parents/guardians. Such incidents are best investigated outside the classroom situation to avoid the public humiliation of the victim or the pupil engaged in bullying involved, in an attempt to get both sides of the story. All interviews should be conducted with sensitivity and with due regard to the rights of all

children concerned. children who are not directly involved can also provide very useful information in this way.

When analysing incidents of bullying behaviour, seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

If a gang is involved, each member should be interviewed individually and then the gang should be met as a group. Each member should be asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said.

If it is concluded that a child has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the accepted standards of behaviour expected and try to get him/her to see the situation from the victim's point of view.

Each member of the gang should be helped to handle the possible pressures that often face them from the other members after interview by the staff

Staff who are investigating cases of bullying behaviour should keep a written record of their discussion with those involved. It may also be appropriate or helpful to ask those involved to write down their accounts of the incident.

In cases where it has been determined that bullying behaviour has occurred, consult with management who may decide to meet with the parents or guardians of the parties involved. If so, they will explain the actions being taken and the reasons for them, referring them to the policy. They would also discuss ways parents/guardians can reinforce or support the actions taken by the school.

Management may then arrange follow-up meetings with the parties involved separately, with a view to possibly bringing them together at a later date if the victim is ready and agreeable. (this can have a therapeutic effect).

### **Biting:**

Biting happens in almost all child care settings where young children are together and dealing with biting can be challenging. Biting is a developmental stage which children may go through. All biting incidents are upsetting for children and will be dealt with in a calm and clear manner. The staff will use clear language and be consistent in their approach. We aim to support children in developing self-control; however, the safety of each child is our primary concern.

### **Why do children bite?**

- Children may be teething, and it may feel good to bite and chew.
- Children experience many emotions (positive and negative) that are difficult to express, and at times control.
- Biting sometimes occurs for no apparent reason.

### **Biting Prevention:**

- The correct child: adult ratios will be in place within the setting at all times.
- The layout of the room will be appropriate to the age and stage of development of the child and staff can see all children at all times from all areas of the room.
- Staff are aware when children are teething and offer materials/foods which may soothe.
- Age and stage appropriate materials are present within the room for children to access at all times.

- Staff are vigilant to the relationships between children and are aware of possible conflicts.
- Staff are aware of the temperaments of the children.
- Staff should encourage children to use language to express feelings/emotions.

Where a child does bite, staff should follow these guidelines and try to distinguish a pattern:

- Are there particular times of the day which the child bites?
- Do toys seem to be causing biting incidents?
- Does the child focus on one particular child?
- Is the child teething?
- Can something be offered to soothe the child's biting? For example, toys/food with textures or coldness.

**Procedures to follow when biting occurs:**

Usually the skin isn't broken and the wound isn't serious. However, the appropriate first aid should be administered.

**If the skin is not broken:**

- Wash the area with mild soap and water (do not rub) and pat dry.

**If the skin is broken:**

- The human mouth is full of bacteria, and there may be a risk of infection. Serious bites to the face, hands, or genitals can be especially dangerous.
- Wash the area — but don't scrub —with mild soap and running water for three to five minutes, then cover it with a clean dressing.



- If the wound is bleeding, apply pressure with a clean dressing and elevate the area if possible.
- If the skin is broken, the child will need to be seen by a doctor, who will clean and examine the wound. Unless the bite is very serious or on a child's face, the doctor will probably prefer not to give a child stitches. Stitching the bite closed can increase the risk of infection. The doctor may prescribe a short course of antibiotics to prevent infection, depending on the location and severity of the bite.
- The child is comforted and reassured of their safety.
- The Staff will explain to the child who has bitten using a firm but gentle approach that biting is not allowed.
- The person in charge will be informed and details should be recorded in the Accident and Incident Report Form.
- The situation is dealt with professionally, and confidentiality is adhered to. Both parents/guardians are informed separately, and the accident and incident report is signed.
- The staff should explain the methods which will be adhered to so it does not occur again and highlight the importance of partnership with parents/guardians.
- If the child bites again, the child should be observed for a period of time to try and develop a pattern of behaviour.
- In the event of a child repeatedly biting, the Manager will speak to the parent(s)/ guardian. If all avenues have been exhausted, the person in charge may suggest seeking help/support outside the setting.

Please note that every effort will be made to support the biting child and we will work closely with the parents/guardians to find appropriate strategies. We will also support and train staff in this regard.

In rare circumstances our efforts to manage behaviour may not be successful. Sometimes as a last resort for risk management reasons and with the welfare of

all children in mind a child's place may need to be terminated or suspended until a solution is found. Our approach is always to find ways of retaining children in the Service rather than terminating places.

**Where a Child Leaves the Service Unaccompanied and without Authorisation:**

If a child attempts to and/or leaves the Service unaccompanied and without authorisation staff will:

1. Stay calm. Reason with the child. Contact the manager.
2. Reason with the child and ask them how they can be supported to make the correct choice/return. Staff will discuss the situation and try supporting them to resolve it.
3. Offer to phone parents to let them discuss it with them.
4. If a child still insists on going staff will keep trying to contact parents. Allow the child to speak to parent/guardian if phone contact can be made with them.
5. Stand at exit door. If child leaves the Service a staff member will follow if available.
6. The Service should continue to try contact parents.
7. The two staff will walk if possible and try to keep the child calm by speaking to them.
8. If parents or guardians cannot be contacted the other emergency number given by parents can be phoned.
9. If parents cannot be contacted and staff are concerned for the child's safety, Tusla and/or An Garda Síochána will be contacted.
10. When the child comes back to school a detailed investigation will be carried out. The school Code of Behaviour will be adhered to. A support plan will be put in place and reviewed within required timeframes.
11. Written records of the incident will be kept.
12. Once a child voluntarily leaves the school, the school is no longer responsible for the child.

Please also see the Service's Outings and Missing Child Policies and Dropping off and Collection of Children Policy

**Name: RACHEL CAWLEY**

**Person responsible for approving the Policy**

## **APPENDIX F: CHILDREN AND BEHAVIOUR**

Where children cannot verbally communicate, children often use behaviour as a form of communication. Children will often use behaviour as a medium to express their feelings, fears and emotions.

**Physical behaviour:** children's physical behaviour can often be a result of tiredness, illness or medication. Night-time sleep problems (interrupted night sleep) has been found to be a common cause of behaviour problems causing chronic fatigue and a cranky, irritable child with poor coping skills.

**Developmental:** behaviour will often reflect the age and stage of development of the child for example temper tantrums. Developmental delay in children's speech, mobility or other areas can lead to a child feeling frustrated and may present in challenging behaviours.

Management should be informed by parents/guardians of all concerns regarding developmental delay, as it is through this the child's needs can be fully supported within the setting.

**Emotional:** learning about feelings and emotions is a process. Often when children's emotions are in disarray, it will primarily affect their behaviour. Such

examples include bereavement, a new baby, a house move etc. We ask parents/guardians to inform the early year's practitioner of any changes or difficulties which may be occurring for the child- no matter how small. Through this, the child can be supported positively, and feel valued, cared for and respected.

**Environmental:** an environment which supports the individual child's interests, age and stage of development, gender and background should be provided. The environment must be stimulating and offer a variety of opportunities for each child within the room. Settings must ensure the correct space requirements are in place as per the Child Care Act 1991 (Early Years Services) Regulations 2016.

**Intellectual:** where a child's interests, abilities or background is not evident within a room, the child may not be stimulated. It is the responsibility of the early year's practitioner of that room, to ensure age and stage appropriate materials, opportunities and areas are present within the room for each child to utilize.

## APPENDIX G: METHODS TO SUPPORT POSITIVE BEHAVIOUR

Supporting and encouraging positive behaviour requires documenting, planning, and implementation. However, it is based on staff becoming reflective in their practice. It is our policy to create, and sustain a setting where children are confident and competent learners in a secure, stimulating and age appropriate environment.

- Children will be offered choice.
- Children will have an input to the curriculum.
- Children will be included in areas which affect them.
- Staff will implement fair and consistent expectations regarding behaviour.
- Staff will speak to children:
  - Clearly, using language/ a medium which the child understands
  - Appropriate tone
  - Positive body language
- Staff will offer praise and encouragement to all children.
- Children will feel valued, empowered, included and confident in the environment.
- Follow the behaviour policy (**ABCD**).
- Children will not be labelled or spoke about in front of the child/other children/ other staff.
- Sanctions are fair and linked to the behaviour for example picking up litter for dropping it.
- We do not use physical (corporal) punishment **of any kind**.
- We do not use a bold chair/step/corner or any other means to isolating or humiliating the child.



*Cawley Childcare Ltd*

*(1/A Home from Home Creche & Preschool, Naíonra Tíghín  
N<sup>o</sup> 7 Trá & Kids Campus)*

# **Policy & Procedure**

## **Infection Control**

## INFECTION CONTROL

Document Title:	Infection Control
Document Author:	RC, CB
Document Approved:	Rachel Cawley & Danielle Cawley
Person(s) responsible for developing, distributing and reviewing Policy	Rachel Cawley
Person responsible for approving Policy	Rachel & Danielle Cawley
Method of communication of policies to staff (email / hard copy / induction training)	Induction and hard copy
Method of communication of policies to parents/guardians (full policies via email, hard copy)	Website, email & hard copy available on premises
Date the Document is Effective From:	April 2019
Scheduled Review Date:	April 2020
Number of Pages:	21

**This policy has been communicated to parents/guardians and staff.**

**Relevant staff know the requirements and have a clear understanding of their roles and responsibilities in relation to this policy.**

**Relevant staff have received training on this policy.**

Child Care Act 1991 (Early Years Services) Regulations 2016 ([Síolta Standard 9: Health and Welfare](#)) ([National Standard 12: Health Care](#), [National Standard 18: Facilities](#))

**Statement of Intent:**

It is our aim to minimise the spread of infection for staff and children through the implementation of controls which reduce the transmission and spread of germs. We aim to promote and maintain the health of children and staff through the control of infectious illnesses.

*(with references from: Health Protection Surveillance Centre, Preschool and Child Care Facility Subcommittee, Management of Infectious Disease in Child Care Facilities and Other Child Care Settings)*

### **Policy and Procedure:**

It is the policy of the Service to:

- Protect children attending the service from the transmission of any kind of infection;
- Protect persons working in the Service from the transmission of any kind of infection.
- To build infection control into the Service's programme of activities.
- To use signage such as hand washing signs and nose blowing signs which are beneficial to adults and child friendly.

### **Breakout of Illness/Diseases**

In the event of an outbreak of any infectious disease, all parents will be verbally informed. A dated notice informing all parents of any infectious disease outbreak, will be displayed [on the notice board / on the front door](#)

### **Reporting/Recording of illness:**

A contingency plan is in place should an outbreak of an infectious disease occur. All staff roles and responsibilities regarding reporting procedures are clearly defined. Staff will report any infectious illness to the Manager.



The Manager will report an outbreak of any infectious disease to the HSE Preschool Environmental Health Officer and the Public Health Department.

The Manager will record all details of illness reported to them by staff or reported by parents of a child attending the Service. These details will include the name, symptoms, dates and duration of illness.

### **Notifiable Diseases**

**The following will be notified to TUSLA within three days of the Service becoming aware of a notifiable event:**

Diagnosis of a preschool child attending the service, an employee, unpaid worker, contractor or other person working in the service as suffering from an infectious disease within the meaning of the Infectious Disease Regulations 1981(SI No 390 of 1981) and amendments

### **When to contact the local Department of Public Health**

- If there is a concern about a communicable disease or infection, or advice is needed on controlling them.
- If there is a concern that the number of children who have developed similar symptoms is higher than normal.
- If there is an outbreak of infectious disease in the service.
- To check whether to exclude a child or member of staff
- Before sending letters to parents/guardians about an infectious disease.

The Manager will also report an outbreak of any infectious disease to the HSE Preschool Environmental Health Officer and the Public Health Department.

The Manager will record all details of illness reported to them by staff or reported by parents of a child attending the Service. These details will include the name, symptoms, dates and duration of illness.

**Exclusion:**

Exclusion guidelines as recommended apply in the case of all suspected infectious conditions. These guidelines are contained in our policies and procedures and displayed in the Service.

- Parents/guardians will be informed should staff, children or visitors to the Service report the presence of any contagious condition to the Manager. Unwell children and staff will be excluded from the Service until the appropriate exclusion period for that illness is finished.
- Arrangements are in place to provide relief cover while staff are on sick leave.

*Any child or adult with symptoms of an infectious illness will be asked not to attend the Service until they are no longer infectious. The management of the Service will ensure all areas of the premises are thoroughly disinfected, including play areas, toilets, toys and all equipment.*

Infectious illness can cause significant ill health among young children and can be transmitted by direct or indirect contact including:

- Contact with infected people or animals.
- By infecting oneself with the body's own germs.
- By hand to mouth transmission.
- By the air / by insects, pests, animals.
- Indirect transmission e.g. toys, door handles, toilets, floors, table tops etc.
- By direct – person to person.

### **Reporting/Recording of Illness:**

- Staff and parents/guardians must report any infectious illness, or similar, to the Manager.
- Manager (or nominated person) will record the outbreak on an Incident Form and report an outbreak to TUSLA/ Environmental Health Officer and the Public Health Department.
- Manager will record all details of illness reported to them by staff, or reported by parents/guardians of a child attending the Service. These details will include the name, symptoms, dates and duration of illness.

### **Exclusion from the Service:**

- We advise parents and staff that sick children or adults should not attend
- Children and staff will be excluded from the Service based on the time frames outlined in the exclusion table [APPENDIX H]
- A doctor's certificate may be required for certain conditions to ensure they are no longer contagious before children or staff return to the Service.
- In the event of an outbreak of any infectious disease, all parents/guardians will be verbally informed. A dated notice informing all parents/guardians of any infectious disease outbreak will be displayed on the notice board.

To ensure the safety and health of all our children and staff those who have any of the following conditions will be excluded from the Service:

- Acute symptoms of food poisoning/gastro-enteritis.
- An oral temperature over 38 degrees which cannot be reduced.
- A deep, hacking cough.
- Severe congestion.

- Difficulty breathing or untreated wheezing.
- An unexplained rash (see exclusion list also).
- Vomiting (48 hours from last episode).
- Diarrhoea (48 hours from last episode).
- Lice or nits –[see Head Lice Policy in Infection Control Policy]
- An infectious /contagious condition.
- A child that complains of a stiff neck and headache with one or more of the above symptoms.

**Immunisations:**

- We encourage parents/guardians to vaccinate their children
- All children must provide up to date record of immunisations (APPENDIX I: Immunisations). This should contain dates of immunisations. Where dates are not available all attempts to get these should be recorded.
- Staff are encouraged to be immunised
- Where Staff working in the Service are not immunised the Service requires such staff members to complete a disclaimer in the form set out in Appendix  
\*\*\*
- Where children attending the Service are not immunised the Service requires the parents/guardians to complete a disclaimer in the form set out in Appendix I which also confirms that children may be required to be excluded in the event of a breakout of disease

**Hand Hygiene:**

Hand Washing is the single most effective way of preventing the spread of infection; its purpose is to remove or destroy germs that are picked up on the hands.

**Hand washing signs will be on display at all wash-hand basins**

**Children's hand washing will always be supervised by staff**

**Staff are required to follow proper hand washing and drying techniques and this will form part of induction and on-going training**

***Staff must wash their hands:***

**Before:**

- The start of the work shift.
- Eating, smoking, handling/preparing food or assisting/feeding a child.
- Preparing meals, snacks and drinks (including babies' bottles).
- Nappy Changing/personal care.

**After:**

- Using the toilet or helping a child to use the toilet.
- Nappy changing/ handling potties
- Playing with or handling items in the playground – e.g. toys, sand, water.
- Handling secretions e.g. from a child's nose or mouth, from sores or cuts.
- Cleaning up vomit or faeces.
- Handling or dealing with waste.
- Removing disposable gloves and/or aprons.
- Cleaning the service
- Washing/Handling of soiled clothes
- Coughing and sneezing
- When hands are dirty

***Children should hand wash and be supervised doing so:***

**Before:**

- Eating

**After:**

- Using the toilet
- Nappy changing
- Playing with or handling items in the playground
- Handling secretions
- Handling or dealing with waste.
- Coughing and sneezing
- When hands are dirty

***Hand washing should be performed as follows:***

- Wet hands under warm running water to wrist level.
- Apply liquid soap. Lather it evenly covering all areas of the hands for at least 10 seconds. Include the thumbs, finger tips, palms and in between the fingers, rubbing backwards and forwards at every stroke (see hand washing technique).
- Rinse hands off thoroughly under warm running water.
- Dry with paper towel using a patting motion to reduce friction, taking special care between the fingers.
- Use the disposable paper towel that has been used to dry the hands to turn off taps.
- Dispose of the disposable paper towel in a waste bin using the foot pedal to avoid contaminating hands that have just been washed.
- Staff should provide assistance with hand washing at a sink for for children who can stand but not wash their hands independently.
- A child who can stand should either use a child-size sink or stand on a safety step at a height at which the child's hands can hang freely under the running water.

- After assisting the child with hand washing, the employee should wash his or her own hands.



***Facilities for Hand Washing:***

***We provide the following:***

- Wash hand basins with hot and cold running water. The hot water is controlled at a maximum of 43 degrees C.
- Paper hand towels and liquid soap.

***Alcohol-based Hand Rub/Gels:***

When soap and running water are not readily available, for example on a field trip or excursion, an alcohol based hand rub/gel may be used (the alcohol content should be at least 60%). The alcohol based hand rub must be applied vigorously over all hand surfaces. Alcohol based hand rubs are only effective if hands are not visibly dirty, if hands are visibly dirty then liquid soap and water should be

used. It is safe to let children use alcohol based hand rubs/gels but it is important to let children know that it should not be swallowed. Supervision is vital. It is also important to store it safely so children cannot get access to it without an adult. The alcohol content of the product generally evaporates in 15 seconds so after the alcohol evaporates it is safe for children to touch their mouth or eyes. Water is not required when using an alcohol rub/gel.

**Alcohol based hand rubs/gels are not a substitute for hand washing with soap and running water.**

**Respiratory Hygiene (Coughing and Sneezing):**

Everyone should cover their mouth and nose when coughing and sneezing to prevent germs spreading. In addition:







- A plentiful supply of disposable paper tissues should be readily available for nose wiping.
- Foot operated pedal bins that are lined with a plastic bag should be provided for disposal of used/soiled tissues.
- Cloth handkerchiefs should not be used.
- A different tissue should be used on each child and staff must wash their hands after nose wiping.
- Children and staff should be taught to cover their mouth when they cough or sneeze and to wash their hand afterwards.
- Everyone (staff and children) should put their used tissues in a bin and wash their hands after contact with respiratory secretions.
- Outdoor activities should be encouraged when weather permits.
- Cots or sleeping mats should be spaced at least a half metre apart.



## Nose Blowing Procedure:

Tissues are available always and children will be taught the following etiquette for nose blowing.

1. Get a tissue
2. Fold it in half
3. Blow nose gently
4. Wipe nose clean
5. Throw tissue away in bin
6. Wash hands
7. Staff supporting children to clean their nose must wash their hands before and after helping them.

	
<b>Get a tissue.</b>	<b>Fold the tissue in half.</b>
	
<b>Blow nose gently.</b>	<b>Wipe nose clean.</b>
	
<b>Throw tissue away.</b>	<b>Wash hands.</b>

**Nappy Changing:** [\[see also separate policy on nappy changing\]](#)

**To Prevent cross-contamination**

Hygienic nappy changing practice is important to prevent germs being transmitted to other children, staff and to the surrounding environment:

- Changing mats are waterproof, have an easily cleanable cover and are in good repair with no breaks and tears
- The nappy changing procedure will be on display in the nappy changing area
- Staff undertaking nappy changes should not be involved in the preparation, cooking or serving of food. If this is unavoidable, staff should wear appropriate disposable gloves and aprons and wash their hands.
- Ensure all the equipment is at hand and that ~~your~~ hands are clean before ~~you~~ starting.
- Single use disposable gloves must be worn, i.e. powder free synthetic vinyl or latex gloves.
- Ensure creams and lotions are not shared between children. Creams and lotions for each child should be individually labelled
- Dispose of nappies and gloves by placing in a leak proof, cleanable and sealable/airtight container.
- Non-disposable nappies should be double bagged and placed directly into plastic bags to give to parents.
- Solid faecal matter may be disposed of into the toilet.
- Never rinse or wash non-disposable nappies because the risk of splashing may cause germs to spread to staff or children.
- Clean and dry the changing mat after each use.
- If soiled, clean, then disinfect using a disinfectant, (according to manufacturer's instructions), rinse and dry after use.
- All surfaces must be cleaned and disinfected daily (including nappy changing unit and surrounding surfaces).
- Staff must always wash their hands after every nappy change using warm water and liquid soap.
- Hands should be dried by means of single use disposable paper towels.
- The changing mats must be checked on a regular basis and discarded if cover is torn or cracked.

## **Cleanliness and Hygiene:**

### **To prevent cross-contamination:**

- Toys and other play materials are not allowed into the toilet area.
- Individual combs, hairbrushes, toothbrushes are clearly labelled with the child's name and not shared.
- Sunhats are stored separately
- Aprons and paper-towels are in dispensers and not openly left on shelves
- Gloves and aprons are used to clean up bodily fluids
- Soothers are stored separately and sterilised regularly
- Cots and sleeping mats are placed 50cm apart
- Detergents and disinfectants are used correctly according to manufacturers instructions
- The premises will be maintained in a clean, hygienic state throughout the day and a cleaning record is kept.
- Staff are responsible for the materials and equipment used and ensure they are clean, hygienic and safe at all times.
- Children will be encouraged to care for their environment.
- Cleaning routines and procedures are in place and are closely monitored and recorded.
- Disposable cloths will be used for all cleaning purposes and discarded regularly.

## **Toilets / Potties**

### **To prevent cross-contamination:**

Toilet areas are cleaned frequently during the day in accordance with the cleaning schedule and immediately if soiled. Attention paid to toilet seats, toilet handles, door handles and wash hand basins, especially taps.

- Each child is assigned their own potty OR parents may supply a potty to the Service for their child. The potty will be returned to the parent at the end of each day.
- Potties are emptied carefully into the toilet and cleaned with hot water and detergent, wiped over with a disinfectant and dried thoroughly using disposable paper towels.
- Separate cloths are used for cleaning the toilet and wash hand basin to reduce the risk of spreading germs from the toilet to the wash hand basin.
- Trainer seats are thoroughly cleaned and disinfected after each use.

### ***Spillages of Body Fluids: (e.g. urine, faeces or vomit)***

#### ***To prevent cross-contamination:***

- Put on disposable plastic apron and gloves.
- Use absorbent disposable paper towels or kitchen towel roll to soak up the spillage.
- Clean the area using warm water and a general purpose neutral detergent, use a disposable cloth.
- Apply a disinfectant to the affected surface.
- Dry the surface thoroughly using disposable paper towels.
- Dispose of soiled/sodden paper towels, gloves, apron and cloths in a manner that prevents any other person coming in contact with these items e.g. bag separately prior to disposal into a general domestic waste bag.
- Wash and dry hands thoroughly.
- Change clothing that is soiled immediately.

### ***Blood Spillages:***

***To prevent cross-contamination:***

- Put on disposable plastic apron and gloves.
- Use absorbent disposable paper towels or kitchen towel roll to soak up the spillage.
- Apply a disinfectant to the affected surface. It should be left in contact with the surface for at least two minutes (check the manufacturer's instructions).
- Wash the area thoroughly with warm water and a general purpose neutral detergent and dry using disposable paper towels.
- Dispose of soiled/sodden paper towels, gloves, apron and cloth in a manner that prevents any other person coming in contact with these items e.g. bag separately prior to disposal into a general domestic waste bag.
- Wash and dry hands thoroughly.
- Change clothing that is soiled immediately.

**Dealing with Cuts and Nose Bleeds:**

**To prevent cross-contamination:**

When dealing with cuts and nose bleeds, staff should follow the Service's first aid procedure. They should:

- Put on disposable gloves and apron.
- Stop the bleeding by applying pressure to the wound with a dry clean absorbent dressing.
- Place a clean dressing on the wound and refer the child for medical treatment if needed, e.g. stitches required or bleeding that cannot be controlled.
- Once bleeding has stopped, dispose of the gloves and apron safely immediately in a manner that prevents another person coming in contact with the blood, i.e. bag separately prior to disposing into general domestic waste bag.
- Wash and dry hands.

Children who are known to be HIV positive or Hepatitis B positive should not be treated any differently from those who are not known to be positive. Intact skin provides a good barrier to infection and staff should always wear waterproof dressings on any fresh cuts or abrasions on their hands. Staff should always wash their hands after dealing with other people's blood even if they have worn gloves or they cannot see any blood on their hands.

### **Gloves:**

Wear disposable gloves when dealing with blood, body fluids, broken/grazed skin and mucous membranes (e.g. eyes, nose, mouth). This includes activities such as:

- Nappy changing.
- Cleaning potties.
- Cleaning up blood – e.g. after a fall or a nose bleed.
- General cleaning.
- Handling waste.

Gloves should be single use and well fitting.

### **Change gloves:**

- After caring for each child.
- After doing different care activities on the same child.
- Wash hands after gloves are removed.

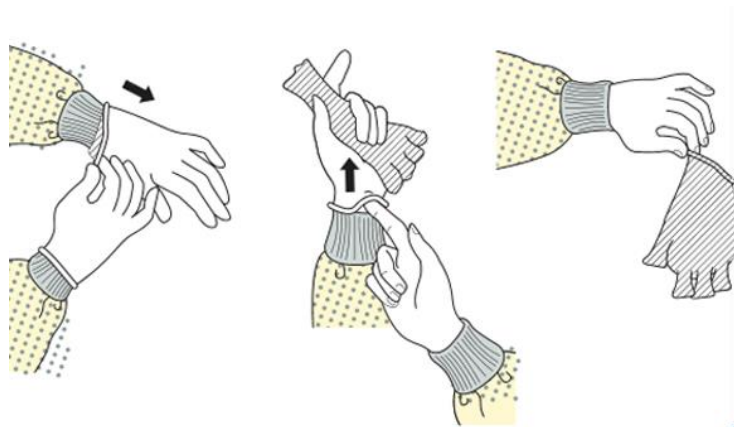
Remember gloves are not a substitute for hand washing.

### **Types of Gloves:**

- Disposable non-powdered latex or nitrile gloves are recommended. Synthetic vinyl gloves may also be used but users should be aware that gloves made of natural rubber latex or nitrile have better barrier properties and are more suitable for dealing with spillages of blood or body fluids.
- Gloves should conform with the European Community Standard (CE marked).
- Polythene gloves are not recommended as these gloves tear easily and do not have good barrier properties.
- Latex free gloves should be provided for staff or children who have latex allergy.

### **How to Remove Gloves:**

- Peel the first glove back from the wrist.
- Turn the glove inside out as it is being removed.
- Remove the glove completely and hold in the opposite hand.
- Remove the second glove by placing a finger inside the glove and peeling it back. Pull the glove off over the first glove.
- The outside surface of the glove should not be touched.
- Hand washing should be performed following glove removal.



**Source: US Centers for Disease Control and Prevention**

### **Aprons:**

Wear a disposable apron if there is a risk of blood or body fluids splashing onto skin or clothing, for example during activities such as cleaning up spillages of body fluids (e.g. blood, vomit, urine) or dealing with nose bleeds. Change aprons after caring for individual children. Wash hands after removing the apron. Aprons should be disposable, single use and water repellent. The apron should cover the front of the body from below the neckline to the knees. Cloth aprons or gowns are not recommended. Remove the apron by breaking the neck ties first, then break the ties at the back and roll up the apron without touching the outer (contaminated) surface. If gloves and an apron are worn remove the gloves first followed by hand washing.

### **Baby Feeding Equipment:**

- Bottles, teats and bottle brushes are washed thoroughly before sterilising.
- Feeding equipment is sterilised using a sterilising solution (which is changed daily and mixed according to manufacturers' instructions) or steam steriliser.

### **Food and Kitchen Hygiene:**

Germs can be spread in many ways while working with foods in the kitchen. In order to prepare food hygienically, it is important to ensure that a high standard of personal hygiene is maintained in conjunction with effective cleaning of food preparation areas and equipment. This is necessary in addition to careful handling, preparation, cooling etc. of food.

Unless unavoidable, those staff involved in toileting children or nappy changing should not be involved in food handling. Where this situation is inescapable, care workers should change their outer clothing and wash their hands thoroughly prior to handling food.

**Perishable food is kept in a refrigerator at temperatures of between 0 and 5 degrees**



**Note:** Do not leave perishable food at room temperature for more than two hours. Perishable food brought from home, including sandwiches, should be kept in a fridge or cool place below 5°C.

If food is left at room temperature for more than 2 hours it will be discarded

### **Cleaning:**

Cleaning is essential in the prevention of infection. Thorough cleaning followed by drying will remove large numbers of germs but does not necessarily destroy germs. Deposits of dust, soil and microbes on environmental surfaces have been implicated in the transmission of infection. Routine cleaning with household detergents and warm water is considered to be sufficient to reduce the number of germs in the environment to a safe level. **A “clean as you go” policy is currently in place:**

- Play surfaces are cleaned, rinsed and dried before use or when visibly soiled.
- Routine cleaning is accomplished using warm water and a general purpose neutral pH detergent.
- Manufacturer’s instructions are always followed when using detergents and disinfectants with regard to the use of personal protective clothing and dilution recommendations.
- We do not guess measurements and always use a measure. Extra measures will not kill more bacteria or clean better – it will damage work surfaces, make floors slippery and give off unpleasant odours.
- Water is changed frequently as dirty water is ineffective for cleaning.
- Disinfecting surfaces are then rinsed.
- Toilets, sinks, wash hand basins and surrounding areas are cleaned when required at least twice daily.

### **Laundry:**

- Linen used for cots and sleep mats are washed after each use / at the end of each week. Each child has their own linen.

### **Cleaning Cloths:**

- Cleaning cloths used in the playrooms, kitchen and sanitary accommodation are washed separately.

### **Toys and Equipment:**

In order to reduce the risk of cross infection, all toys are cleaned on a regular basis (i.e. as part of a routine cleaning schedule) and toys that are shared are cleaned between uses by different children.

### **Children's Rooms:**

- Checklists are posted on the wall of the room and must be checked daily. All staff will also receive their own personal weekly rota, to be signed off.
- Staff are responsible for keeping their rooms clean and tidy.
- All room environments must be clean always. Toys, games and work equipment must be placed on the shelves in an orderly fashion at all times.
- During the day the room should be ventilated regularly.

### **Animals. Poultry and Fish**

- Hand washing and drying procedures are adhered to before and after handling animals, pets, poultry and fish.
- All animals, pets, poultry and fish are managed in accordance with required and appropriate instructions for their care.

- Children are not allowed unsupervised access to animals, pets, poultry and fish.
- Animal, pet, poultry vaccination and health care are in accordance with veterinary advice.

### **If A Child Becomes Ill When Attending The Service:**

- Parents/guardians will be informed of our concerns and procedures we are taking and will be asked to collect their sick child. We may need to call a GP or use emergency services.
- If a parent cannot be reached the next named on the emergency list will be contacted.
- If a child's temperature is raised it will be monitored, recorded and medication administered, if required.
- We advise that sick children must be kept at home.

### **Risk Assessment**

#### **Our risk assessments as part of our Health and Safety Statement**

There are three basic steps to completing a risk assessment:

- Look at the hazards
- Assess the risks
- Decide on the control measures and implement them.

The findings of the risk assessment process will be recorded in our safety statement. We will involve our employees, along with any safety representatives, in this process.

**Name: Rachel Cawley - Person responsible for approving the Policy**



*Cawley Childcare Ltd*

*(T/A Home from Home Creche & Preschool, Naíonra Tíghín Na  
Trá & Kids Campus)*

# **Policy & Procedure**

## **INCLUSION**

## INCLUSION

<b>Document Title:</b>	<b>Inclusion Policy</b>
<b>Document Author:</b>	<b>RC</b>
<b>Document Approved:</b>	<b>Rachel</b>
<b>Person(s) responsible for developing, distributing and reviewing Policy</b>	<b>Rachel</b>
<b>Person responsible for approving Policy</b>	<b>Rachel &amp; Danielle</b>
<b>Method of communication of policies to staff (email / hard copy / induction training)</b>	<b>Hard copy and induction</b>
<b>Method of communication of policies to parents/guardians (full policies via email, hard copy)</b>	<b>Email, website, hard copy available on premises</b>
<b>Method of communication of policies to Children in the Service</b> <b>After School Age Children</b>	<b>This is a Child Friendly Version of this policy which is available in the Service for school age children</b>
<b>Date the Document is Effective From:</b>	<b>SEPT 2019</b>
<b>Scheduled Review Date:</b>	<b>SEPT 2020</b>

### **Inclusion Policy**

Cawley Childcare Ltd is dedicated to its ethos of offering access to all adults, families and children from our community, inclusive of gender, marital status, family status, age, ability, race, sexual orientation, religious beliefs and members of the travelling

community. Our settings aim to promote positive attitudes towards all members of our society.

We provide:

- An open door of accessibility for the children and families in our service. Admissions are on a first come first served basis from our waiting list or in line with stipulations from Department of Children and Youth Affairs in relation to the ECCE scheme.
- Team members engage with parents to share and receive information and support the whole child's perspective.
- Families and children are invited to share information/resources which illustrate aspects of their lives, culture and/or community.
- An informal meeting will be carried out for new families to the service. This involves registration, sharing of information re the child/service/policies and procedures. For children commencing on a fulltime basis, an induction time will be organised for the new child(ren). This involves registration, sharing of information regarding the child/service/policies and procedures.
- We recognise the needs of families may vary and we will endeavour to meet those needs where possible.
- The curriculum, activities and resources represent the diversity of family within our wider community.
- Stereotyping in any form is discouraged within the service. All resources/activities promote equal gender play.
- We strive to promote meaningful real learning experiences for each child recognising their abilities and learning style.
- We are an equal opportunities employer. Positions are based on qualifications, competency and enthusiasm.
- New team members have a period of settling in and induction in the service. All team members are made aware of the importance of inclusive practice.
- Where possible, team members will attend training in e.g. Inclusion, special needs, equality and diversity, Aistear & Siolta training etc.
- We are committed to the inclusion of children with additional needs. We believe that the development of young children with disabilities or special educational needs is more likely to be enhanced through attending services for all children.

We ensure that:

- The physical environment is appropriate
- The team regularly update their training
- The ratio of adults/children is correct at all time



*Cawley Childcare Ltd*

*(1/4 Home from Home Creche & Preschool, Naíonra Tígín Na  
Trá & Kids Campus)*

# **Policy & Procedure**

## **Fee's**



## FEE'S

<b>Document Title:</b>	<b>Fee's</b>
<b>Document Author:</b>	<b>RC</b>
<b>Document Approved:</b>	<b>Rachel</b>
<b>Person(s) responsible for developing, distributing and reviewing Policy</b>	<b>Rachel</b>
<b>Person responsible for approving Policy</b>	<b>Rachel &amp; Danielle</b>
<b>Method of communication of policies to staff (email / hard copy / induction training)</b>	<b>Hard copy and induction</b>
<b>Method of communication of policies to parents/guardians (full policies via email, hard copy)</b>	<b>Email, website, hard copy available on premises</b>
<b>Method of communication of policies to Children in the Service <b>After School Age Children</b></b>	<b>n/a to school aged children</b>
<b>Date the Document is Effective From:</b>	<b>Sept 2019</b>
<b>Scheduled Review Date:</b>	<b>When fees change</b>

*The fees for our services are as follows:*

### *Home from Home Creche:*

Full Day, Full time €200.00 per week.

4 days full time €170.00 per week (set days)

3 days full time €145.00 per week (set days)

Sibling discounts:

5 days per week €30.00

4 days per week €20.00

3 days per week €10.00

The government introduced the Universal subsidy, this is not means tested and offers a discount of €4.00 per day on a full day basis. The universal subsidy applies to children from 6 months up to the age of qualifying for the ECCE scheme.

ECCE scheme, please ask a member of staff with regards to when your child qualifies for the scheme, the scheme is based on a 5 day/3hour per day preschool session and offers a discount of €64.50 per week.

### **Payment of fees:**

Fees must be paid on the first day of attendance each week. Fees can be paid by cash (a receipt will be issued) or please request bank information if you wish to set up a direct debit.

Fees are applicable whether your child is in attendance or not, this includes:

Sickness

Holidays

Half days

Absenteeism of any kind

If Home from Home Creche must close due to red weather warnings issued by government this is out of our control. Fees are applicable.

### **Exceptions to fees**

There is no exception for payments.

#### ***Kids Campus:***

Full Day, morning and afternoon €130.00 per week

5 mornings €50.00 per week

1 morning €10.00

5 afternoons €110.00 per week

5 mornings and afternoons €130.00

1 afternoon €25.00

### **Payment of fees:**

Fees must be paid on the first day of attendance each week. Fees can be paid by cash (a receipt will be issued) or please request bank information if you wish to set up a direct debit.

Fees are applicable whether your child is in attendance or not, this includes:

Sickness

Holidays

Half days

Absenteeism of any kind

If the Kids Campus must close due to red weather warnings issued by government this is out of our control. Fees are applicable.

If you require full day care for your child, due to school being closed we can accommodate you in the Kids Campus, additional fees are applicable during mid-terms, Christmas and Easter as the service is available, if you do not need additional childcare, your regular fees still apply whether your child is in attendance or not.

### **Exceptions to fees**

Fees are not applicable in the month of July or August as the Kids Campus is not in operation.

If you require childcare we can facilitate you in our creche. Please ask for details. Your Child's place will be kept for September, if you do not require the place, you must advise in June and we will refund you deposit on last day of attendance.

During July and August, you do not have to pay fees if on holidays or if taking full weeks off.

### ***Naíonra Tigín Na Trá:***

This is a sessional service, if your Child does not qualify for the ECCE scheme the fees are as follows:

5 mornings €65.00 per week

3 mornings €45.00 per week

The government introduced the Universal subsidy, this is not means tested and offers a discount of €1.40 (per 3-hour session) per day. The universal subsidy applies to children from 6 months up to the age of qualifying for the ECCE scheme.

**Payment of fees:**

Fees must be paid on the first day of attendance each week. Fees can be paid by cash (a receipt will be issued) or please request bank information if you wish to set up a direct debit.

Fees are applicable whether your child is in attendance or not, this includes:

Sickness

Holidays

Half days

Absenteeism of any kind

If Naíonra Tígín Na Trá must close due to red weather warnings issued by government this is out of our control. Fees are applicable.

**Exceptions to fees**

Fees are not applicable during closure of the service during midterm breaks as we operate on a 38-week module in line with ECCE regulations.



*Cawley Childcare Ltd*

*(1/A Home from Home Creche & Preschool, Naíonra Tígín Na  
Trá & Kids Campus)*

## **Policy & Procedure**

# **Accidents & Incidents Policy**

**Accidents & Incidents – Cawley Childcare Ltd (T/A Home from home Creche, Naíonra Tigín Na Trá & Kids Campus) This policy covers all premises.**

<b>Document Title:</b>	<b>Accidents &amp; Incidents</b>
<b>Document Author:</b>	<b>RC</b>
<b>Document Approved:</b>	<b>Rachel</b>
<b>Person(s) responsible for developing, distributing and reviewing Policy</b>	<b>Rachel</b>
<b>Person responsible for approving Policy</b>	<b>Rachel &amp; Danielle</b>
<b>Method of communication of policies to staff (email / hard copy / induction training)</b>	<b>Hard copy and induction</b>
<b>Method of communication of policies to parents/guardians (full policies via email, hard copy)</b>	<b>Email and hard copy available on premises</b>
<b>Date the Document is Effective From:</b>	<b>Sept 2019</b>
<b>Scheduled Review Date:</b>	<b>Sept 2020</b>

**This policy has been communicated to parents/guardians.**

**Relevant staff know the requirements and have a clear understanding of their roles and responsibilities in relation to this policy. Relevant staff have received training on this policy.**

Child Care Act 1991 (Early Years Services) Regulations 2016([Siolta Standard 9: Health and Welfare](#)) ([National Standard 1: Information](#), [National Standard 3: Working in Partnership with parents or Guardians](#), [National Standard 4: Records](#), [National Standard 9: Nurture and Well-Being](#), [National Standard 12: Health Care](#), [National Standard 14: Sleep](#), [National Standard 18: Facilities](#), [National Standard 19: Equipment and Materials](#))

## **Accidents and Incidents Policy**

At Cawley Childcare settings (Home from Home Crèche, Naíonra Tigín Na Trá and Kids Campus we are aware that accidents and incidents may happen in the everyday lives of the young children who use our services due to the risks they may encounter and the challenges they may face while they take part in their learning and development activities.

With these concerns in mind:

- We will comply strongly to health and safety guidelines set out by Tulsa and the HSE.

*We are determined to put the child's, staff and visitors safety first at all times*

Staff members will have first aid and health and safety training and will:

- Keep an accident/incident record in the appropriate Incident Book which must be signed by staff present at time of incident, manager and parent(s) signature.
- Advise supervisor / manager of the accident/incident when it occurs so the child can be monitored, and a decision will be made if a parent needs to be contacted.
- Inform Parents of the accident/incident on the day it happened
- After signing the report, a copy must be given to the parent.
- In necessary cases, take the child to the Bracken Clinic or Temple St Children's Hospital by ambulance or car as deemed necessary. Parents will be contacted immediately.
- Notify the Child Protection Officer in the service if required.
- On a regular basis we will consider risks and hazards in this early years' setting both indoors and outdoors by carrying out regular risk assessments to identify and solve issues as soon as possible and to hopefully prevent accidents from happening where possible.

**Please also refer to Safeguarding Policy for more details.**



*Cawley Childcare Ltd*

*(1/4 Home from Home Creche & Preschool, Naíonra Tígín Na  
Trá & Kids Campus)*

# **Policy & Procedure**

## **Mobile Phones & Cameras**



**Mobile Phone & Camera's – Cawley Childcare Ltd (T/A Home from home Creche, Naíonra Tigín Na Trá & Kids Campus) This policy covers all premises**

<b>Document Title:</b>	<b>Mobile Phone &amp; Camera's</b>
<b>Document Author:</b>	<b>RC</b>
<b>Document Approved:</b>	<b>Rachel</b>
<b>Person(s) responsible for developing, distributing and reviewing Policy</b>	<b>Rachel</b>
<b>Person responsible for approving Policy</b>	<b>Rachel &amp; Danielle</b>
<b>Method of communication of policies to staff (email / hard copy / induction training)</b>	<b>Hard copy and induction</b>
<b>Method of communication of policies to parents/guardians (full policies via email, hard copy)</b>	<b>Email and hard copy available on premises</b>
<b>Date the Document is Effective From:</b>	<b>Sept 2019</b>
<b>Scheduled Review Date:</b>	<b>Sept 2020</b>

**This policy has been communicated to parents/guardians.**

**Relevant staff know the requirements and have a clear understanding of their roles and responsibilities in relation to this policy. Relevant staff have received training on this policy.**

Child Care Act 1991 (Early Years Services) Regulations 2016(Siolta Standard 9: Health and Welfare) (National Standard 1: Information, National Standard 3: Working in Partnership with parents or Guardians, National Standard 4: Records, National Standard 9: Nurture and Well-Being, National Standard 12: Health Care, National Standard 14: Sleep, National Standard 18: Facilities, National Standard 19: Equipment and Materials)

## **Use of Mobile Phones & Cameras**

The use of Mobile phones is strictly prohibited while in the room with children.

The use of camera phones or any type of recording with phones is not permitted. Each Cawley Childcare setting (Home from Home Creche, Naíonra Tigín Na Trá and Kids Campus) have setting cameras, these are owned and monitored by Cawley Childcare and are the only cameras allowed to be used. Photos are taken for display in the rooms and also for learning journals.

### **Cameras**

Only cameras supplied by childcare setting management are permitted to be used. These cameras are monitored by management and will get developed when required by management. The camera memory card will then be deleted and ready for use again.

In rooms where Childpath app is in use (applies to Home from Home Creche only) photos are permitted through daily updates and communication with parents.

In cases of emergency where Staff may need to be contacted by their family members, please pass on the land line number of the service:

Home from Home Creche - 01 8417700

Naíonra Tigín Na Trá - 01 6911410

Kids Campus – 01 6905168

Mobile Phones may be used in staff room while on breaks ONLY.

This policy is designed to protect staff and children.