

2.0 Suitable People and Employment



2.1 Employment and staffing

(Including vetting, contingency plans, training, and development)

Introduction

The Lenches Pre-school believe.

'All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to safeguarding children, have a duty to safeguard and promote the welfare of children' (DfES 2006).

It is the employer's (Registered Person/Body) responsibility to **create a culture and ethos within the setting that demonstrates commitment to keeping children safe.**

Our Aim

Tragically child abuse does occasionally take place in childcare settings, and we believe that we can dramatically reduce the potential of this happening through building a safer workforce following our Employment policy and safer recruitment procedures. We provide a staffing ratio in line with the Welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure Barring Service (DBS) in accordance with statutory requirements.

Safer Recruitment

When recruiting new staff, it is vital that stringent vetting procedures are implemented. At the Lenches Pre-school;

- We advertise any positions on reputable websites and Facebook state our aim to build a safer workforce through vigilant processes and checks.
- All applicants will be issued with a Job application pack to include a job description, personal specification and an application form and then they will receive a letter from the pre-school stating whether they have been successful in reaching the next stage.
- All shortlisted applicants where possible have their references checked before interview.

References – At the Lenches Pre-school we;

- Always take up a reference with the person's last employer and check out any 'gaps' in their employment history.

- Always take up references directly with referees, in writing and follow up with a telephone call to the referee, as this will help to confirm the identity of both the referee and the prospective member of staff.
- Never accept a written reference or testimonial from a prospective member of staff.
- Never accept a written reference or testimonial stating 'To whom it may concern'.
- During an interview applicants will be asked to prove their identity, relevant qualifications and eligibility to work in the UK.
- The Pre-school manager, DSL and registered person will be present during the interview process.
- Each applicant will receive communication of whether they have been successful or not.

Procedures

Ratios

To meet this aim we base our minimum ratios of adult to children on the following:

- Children aged two years of age: 1 adult : 5 children; and
- Children aged three to seven years of age: 1 adult : 8 children
- Children with SEND status: 1 adult to 1 child when advised.

Outings:

The minimum ratio is halved for leaving the setting:

- Children aged two years of age: 1 adult : 2 children; and
- Children aged three to seven years of age: 1 adult : 6 children
- Children with SEND status: 1 adult to 1 child when advised.

A minimum of two staff/adults are on duty at any one time.

- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person is available for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the DBS for staff and volunteers who will have unsupervised access to children. This is in accordance

with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.

- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check. We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the DBS check.
- Staff are expected to disclose any convictions of themselves or a person they live with, this includes cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us. An annual declaration form will be completed by the employee at the start of the Pre-school academic year.

Changes to staff

- We inform Ofsted of any changes in the person responsible for our setting.

Training and staff development

- Our setting leader and deputy hold the minimum of Level 3 in Pre-school Practice or an equivalent qualification and a minimum of half of our staff hold the CACHE Level 2 Certificate in Pre-school Practice or an equivalent or higher qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers.
- Our setting budget allocates resources to training.
- We provide staff induction training. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing, and employing staff in accordance with all relevant legislation and best practice.

Managing staff absences and contingency plans for emergencies

- We are a term time only setting and as such our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager and chair with sufficient notice.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored, and action is taken where necessary in accordance with the contract of employment.

Starting work

- The successful candidate will be informed their job offer is conditional, dependent on the return of 2 satisfactory written references and an enhanced Disclosure Barring check.
- New members of staff will not be allowed unsupervised access or be able to provide intimate care (nappy changing, toileting) to any child until their DBS check comes back clear.
- New members of staff will complete an induction based around the preschools policies and procedures, this period will be for a minimum of 8 weeks. Their work ethic and performance will be

monitored carefully and if satisfactory levels are not reached their employment may be reconsidered.

- All staff will attend an on-going suitability interview and are responsible for notifying the manager, in person, if any circumstances arise that may affect their suitability to work with children. This includes any health concerns or incidents that have occurred outside of the preschool. Staff will face disciplinary action if they fail to notify the manager within a reasonable time scale.

DBS Checks

- The registered person is responsible to ensure DBS checks are made for all employees or persons in contact with the children in their care.
- On employment a new enhanced DBS check will be carried out by The Lenches Pre-school, with a check against the barring list, even if the new employee currently holds one.
- If the potential employee is registered with the DBS Update Service and is still working in the same workforce, with permission, the provider should check online to ensure that their current status is clear. The provider can then accept this as evidence of an updated DBS check.
- The Lenches Pre-school reserve the right to check the update service at any-time with written permission from the employee.

Disqualification

Nominated Person

Ofsted expects all organisations, including committees, to choose one person to be Nominated Person' to represent the organisation in their dealings with Ofsted. If the organisation is a committee, Ofsted expect a member of the committee to be the Nominated Person. This prevents Ofsted from having to speak to all committee members separately whenever they need to get in touch. The Nominated Person is responsible for making sure the whole committee knows important information about the registration.

The Registered Person/Nominated Person **must** have sufficient knowledge and understanding of the EYFS to be confident that the manager is able to fulfil the responsibilities of their role in ensuring the EYFS requirements are met.

- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated. Where we become aware of any relevant information which may lead to the disqualification of the Registered Provider or a person living with the registered provider, they will no longer be able to provide Early Years care. In this case we would follow the Worcestershire Safeguarding Board procedures and contact Ofsted.

The nominated person at The Lenches Pre-school is Millie Benbow.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if

medical advice confirms that the medication is unlikely to impair their ability to look after children properly.

- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences and contingency plans for emergencies

- As we are a term time only settings, our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the Manager and the Chairperson with sufficient notice.
- Sick leave is monitored and action is taken where necessary, in accordance with the contract of employment.

Grievance procedure

- Staff are expected to respect the role and the decisions made by the Committee and the Manager.
- Disagreements should be dealt with outside of the main room and not in front of other members of staff, nor parents / carers and never in front of the children.
- Disagreements should be discussed at an appropriate time.
- Staff should not be gossiping nor sharing any work worries with other members of staff during paid time.
- The Committee and the Manager will not tolerate underhand behaviour, comments, silent treatment nor gossiping which will have a detrimental impact on staff, the setting and therefore the children.
- Not following this procedure could lead to disciplinary action.
- Minor disagreements among Pre-school staff, or between staff and the Committee, can usually be resolved informally by discussion or at one of our regular staff meetings.
- If an employee is dissatisfied, they must have the opportunity for prompt discussion with the Manager firstly.
- If the grievance persists, the employee can take their discussion to the Committee.
- If their issue of concern is with the Manager or the registered person then they are advised to speak to the person, they have the worries with directly.
- There must be the right of appeal to the registered person and or Manager; at this level, the employee may bring a colleague or trade union official.
- The aim of the above procedure is to settle the grievance fairly and as near as possible to the point of origin. It is intended to be simple and rapid in operation.

Staff Disciplinary Procedure

- A more serious situation arises when a dispute cannot be resolved, or when the Manager or Committee are dissatisfied with the conduct or activities of an employee.
- The Chairperson will consult the Early Years Alliance for advice.
- Any disciplinary matter will normally be dealt with in the following way. At every stage the employee should be given reasonable notice (5 days) that a disciplinary hearing is due to take place to give them an opportunity to prepare their case, and they should be offered the opportunity to be accompanied by a colleague or union representative if they wish. The disciplinary panel will usually consist of the Registered person/Manager and/or Deputy.

1. Verbal warning.

- The employee should be interviewed by the registered person (the Manager may also attend) who will explain the complaint.
- The employee needs to be told:
 - What action should be taken to correct the conduct
 - That they will be given reasonable time to rectify matters
 - What training needs have been identified, with timescales for implementation
 - What mitigating circumstances have been taken into consideration in reaching the decision
 - That if they fail to improve then further action will be taken
 - That a record of the warning will be kept
 - That they may appeal against the decision within a limited time period (5 days)
 - The employee will be given full opportunity to state their case.

2. Formal written warning.

- If the employee fails to correct their conduct and further action is necessary, or if the original offence is considered too serious to warrant an initial oral warning the employee will be interviewed and given the opportunity to state their case. (Reasonable time must be allowed for the employee to prepare their case).
- If a further formal warning is considered to be appropriate, this will be explained to the employee and a letter confirming this decision will be sent to the employee
- The letter will:
 - Contain a clear reprimand and the reason for it
 - Explain what corrective action is required and what reasonable time is given for improvement
 - State what training needs have been identified, with timescales for implementation
 - Make clear what mitigating circumstances have been taken into account in reaching the decision
 - Warn that failure to improve will result in further disciplinary action which could result in a final written warning and, if unheeded, ultimately to dismissal with appropriate notice
 - Explain that they have a right to appeal against the decision.

3. Final written warning

- If the employee fails to correct their conduct and further action is necessary, or if the original offence is considered too serious to warrant any initial warnings: The employee will be interviewed and given the opportunity to state their case. (Reasonable time must be given for the employee to prepare their case).
- If a final warning is considered appropriate, this will be explained to the employee and a letter confirming this decision will be sent to them.

The letter will:

- Contain a clear reprimand and the reasons for it.
- Explain what corrective action is required and what reasonable time is given for improvement.
- State what training needs have been identified, with timescales for implementation.
- Make clear what mitigating circumstances have been taken into account in reaching the decision.
- Warn that failure to improve will result in further disciplinary action which could result in dismissal.
- Explain that they have a right to appeal against the decision, within 5 days.

4. Dismissal

- If the employee still fails to correct their conduct, then:
- The employee will be interviewed as before.
- If the decision is to dismiss, the employee will be given notice of dismissal, stating the reasons for dismissal and giving details of the right to appeal.
- If progress is satisfactory within the time given to rectify matters, the record of warnings in the individual's file will be destroyed.

5. Suspension

- If the circumstances appear to warrant instant dismissal, an employee may be suspended with pay while investigations are made. These should consist of obtaining written statements from all witnesses to the disciplinary incident, and from the employee who is being disciplined. Obviously, these investigations should be made in a short a time as possible. Ofsted will be informed if this action is necessary.
- Instant dismissal is possible only in extreme circumstances of gross misconduct.

Examples of such misconduct would be:

- Ill-treatment of children, either physical or verbal
- Theft or fraud
- Assault
- Malicious damage
- Being unfit through the use of drugs or alcohol
- Gross carelessness, which threatens the health and safety of others.

Otherwise, an employee should not be dismissed without appropriate warnings.

6. Appeals

- At each stage of the disciplinary procedure the employee must be told that they have a right to appeal against any disciplinary action, and that the appeal must be made in writing to the registered person within 5 days of a disciplinary interview. The appeal hearing should be heard, if possible, within ten days of receipt of the appeal. The appeal panel will consist of the Chairperson and two other senior members of staff. The employee may take a colleague or trade union official to speak for them.
- The employee will explain why they are dissatisfied and may be asked questions.
- The registered person and/or the Manager will put their point of view and may be asked questions.
- Witnesses may be heard and may be questioned by the panel, the employee, and the registered person and or Manager.
- The panel will consider the matter and make its decision known.
- A written record of the meeting will be kept.

Useful Early Years Alliance publications

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)

2.2 Safer Recruitment Policy and Procedures

Policy Statement

The safe recruitment of staff at The Lenches Pre-school is the first step to safeguarding and promoting the welfare of children in education.

The Lenches Pre-school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency cooperation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

The Lenches Pre-school recognises the value of safe recruitment and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. Our pre-school is committed to ensure that the recruitment and selection of all who work within it is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity.

The pre-school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

This document provides a good practice framework to comply with the principles set down in the pre-schools Equal Opportunities Policy. The practices described in this document are designed to ensure a fair and objective process. All posts within the pre-school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Disclosure and Barring Service Check. The Lenches Pre-school is committed to ensure that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature, and circumstances of the offence(s).

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. The Lenches Pre-school is committed to ensure that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

Procedures

The Lenches Pre-school will:

- Implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

We recruit and induct our staff by:

- Advertising all posts through appropriate media and in a way that ensures that we attract high quality applicants from diverse backgrounds.
- Providing an application pack with relevant information for anybody who expresses an interest in an advertised job.

- Ensuring that all applications for positions are made using our standard application form.
- Involving more than one person to shortlist applicants for interview.
- Having at least two people (one with safer recruitment training) conducting a face-to-face interview with anyone we may want to appoint.
- Obtaining two references, two pieces of identification and original copies of any necessary qualifications from candidates.
- Requiring that all staff have an up to date relevant DBS check (including a check against the barred list). Staff who are convicted or cautioned for any offence during their employment with the pre-school will be required to notify the preschool in writing of the offence and penalty. The pre-school keep and maintain a single central record of recruitment and vetting checks, in line with the DfE requirements.
- Requiring the production of evidence of the right to work in the UK if necessary.
- Providing an appropriate induction for all new staff.
- Ensuring that all staff are made aware, during their induction period, of how to keep children safe in pre-school.
- Appointing all staff on a trial period initially, with a review before they are confirmed in post.
- Using the list of processes below to follow a consistent procedure for recruitment, selection and induction.

Recruitment, selection and induction process

- Plan your recruitment and selection process.
- Advertise the vacancy.
- Review all applications against the criteria in the job/role description.
- Create a shortlist of suitable applicants.
- Agree the interview questions and selection tools e.g. role play etc
- Invite your chosen candidates to be interviewed.
- Conduct interviews and verify every candidate's identity and qualifications.
- Make decision in suitable appointment of candidate.
- Make a conditional offer of employment, subject to satisfactory references and checks.
- Consider any confidential information that the candidate has submitted along with his/her application and discuss this with the candidate.
- Complete the take up of references and checks.
- Are all issues arising from the references, checks and self-disclosed information resolved?
Yes – confirm the offer on a trial period
No – withdraw the job offer.
- Agree a start date.
- Plan the induction.
- New staff member starts. Follow through the induction programme.
- Conduct regular supervision within the trial period to check progress.
- After the trial period, are you satisfied with their progress?

Yes –confirm new staff member in post.

Not completely – consider extending the trial period and agree a further support package if appropriate.

No, progress has been highly unsatisfactory – end the contract at this point.

- At the end of the trial period extension, are you still unsatisfied with the new recruit's progress?

Yes – end contract at this point.

No – confirm new staff member in post.

2.3 Staff Behaviour Policy Including Babysitting Agreement

Introduction

The principle of professionalism and confidentiality is a standard of personal conduct by a professional both within and outside of the workplace, the focus being on appropriate personal interactions, respect and workplace integrity.

Our Aim

To ensure that staff behave professionally, with integrity and respect and with an understanding that inappropriate behaviour both within and outside the setting will have a detrimental effect on the reputation and credibility of The Lenches Pre-school.

Professionalism Agreement

Each individual must take responsibility for their own actions signing the agreement annually and adhering to the following;

1. No inappropriate conversations to be held within earshot of the children irrespective of whether it is considered that the content of the conversation would or would not be understood by the child/children. This includes during lunch break.
2. Befriending parents on social media is not recommended, however in some cases is unavoidable, extreme care must be taken with posts, photos, comments etc. on your own profile or that of your media friends. Consideration must be given to who can see your profile and privacy settings amended accordingly.
3. Gossip and conversations that could be overheard or interpreted in a detrimental way is forbidden.
4. All staff must be aware that they represent The Lenches Pre-school even when outside of the setting and in their own social/home environment.
5. Any member of staff with concerns regarding Professionalism and Confidentiality relating to The Lenches Pre-school must advise the Manager or Deputy in a confidential manner so that the issue can be addressed. The Whistleblowing Policy can also be referred to in this instance.

Code of Ethics

To support our vision to be fully inclusive and work to an agreed professional standard we follow the following code of ethics.

I. In relation to children, I will:

1. Act in the best interests of all children.
2. Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1991) and commit to advocating for these rights.
3. Recognise children as active citizens participating in different communities such as family, children's services and schools.
4. Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity.
5. Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
6. Create and maintain safe, healthy environments, spaces and places, which enhance children's learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.
7. Work to ensure children and families with additional needs can exercise their rights.
8. Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.

9. Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.
10. Work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
11. Acknowledge children as competent learners, and build active communities of engagement and inquiry.
12. Honour children's right to play, as both a process and context for learning.

II. In relation to families, I will:

1. Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing children.
2. Assist each family to develop a sense of belonging and inclusion.
3. Develop positive relationships based on mutual trust and open communication.
4. Develop partnerships with families and engage in shared decision making where appropriate.
5. Acknowledge the rights of families to make decisions about their children.
6. Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
7. Develop shared planning, monitoring and assessment practices for children's learning and communicate this in ways that families understand.
8. Acknowledge that each family is affected by the community contexts in which they engage.
9. Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
10. Maintain confidentiality and respect the right of the family to privacy.

III. In relation to colleagues, I will:

1. Encourage my colleagues to adopt and act in accordance with this code, and take action in the presence of unethical behaviours.
2. Build collaborative relationships based on trust, respect and honesty.
3. Acknowledge and support the personal strengths, professional experience and diversity which my colleagues bring to their work.
4. Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality.
5. Share and build knowledge, experiences and resources with my colleagues.
6. Collaborate with my colleagues to generate a culture of continual reflection and renewal of high quality practices in early childhood.

IV. In relation to communities, I will:

1. Learn about the communities that I work within and enact curriculum programs which are responsive to those contexts and community priorities.
2. Connect with people, services and agencies within the communities that support children and families.
3. Promote shared aspirations amongst communities in order to enhance children's health and wellbeing.
4. Advocate for the development and implementation of laws and policies that promote child-friendly communities and work to change those that work against child and family wellbeing.
5. Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
6. Work to promote community understanding of how children learn in order that appropriate systems of assessment and reporting are used to benefit children.

V. In relation to students, I will:

1. Afford professional opportunities and resources for students to demonstrate their competencies.
2. Acknowledge and support the personal strengths, professional knowledge, diversity and experience which students bring to the learning environment.
3. Model high-quality professional practices.
4. Know the requirements of the students' individual institutions and communicate openly with the representatives of that institution.
5. Provide on-going constructive feedback and assessment that is fair and equitable.
6. Implement strategies that will empower students to make positive contributions to the workplace.
7. Maintain confidentiality in relation to students.

VI. In relation to my employer, I will:

1. Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interest of children and families.
2. Promote and support on-going professional development within my work team.
3. Adhere to lawful policies and procedures and when there is conflict, attempt to effect change through constructive action within the organisation or seek change through appropriate procedures.

VII. In relation to myself as a professional, I will:

1. Base my work on contemporary perspectives on research, theory, content knowledge, high quality early childhood practices and my understandings of the children and families with whom I work.
2. Regard myself as a learner who undertakes reflection, critical self-study, continuing professional development and engages with contemporary theory and practice.
3. Seek and build collaborative professional relationships.
4. Acknowledge the power dimensions within professional relationships.
5. Act in ways that advance the interests and standing of my profession.
6. Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
7. Mentor other early childhood professionals and students.
8. Advocate in relation to issues that impact on my profession and on young children and their families.
9. Encourage qualities and practices of leadership within the early childhood profession.

Dismissal and disciplinary rules**Attendance and Timekeeping**

Employees are expected to attend work punctually at the hours defined in their contract of employment. Employees must receive prior approval from their manager to leave The Lenches Pre-school premises during working hours except during breaks. This will enable the Pre-school to ensure that employees can be located in the event of an emergency. You must sign in and out at all times.

Appearance

Employees are expected to maintain a standard of personal hygiene, appearance, and dress appropriate to their job responsibilities. Uniform should be smart but comfortable, suitable shoes - no heels must be worn at all

times. We will not allow ripped clothing. Staff can wear open toed sandals at their own risk and cannot hold The Lenches Pre-school liable. If it is deemed by the management team that your clothing does not meet the set requirements, we have the right to ask you to change your attire.

Alcohol

The consumption of alcohol is not allowed on Pre-school premises at any time. No employee should report to work while under the influence of alcohol. Breach of this policy may amount to gross misconduct which may result in dismissal.

Smoking and substance abuse

Smoking on Pre-school premises is prohibited. Employees who do not comply with the no-smoking policy will be subject to disciplinary action. Smoking breaks are not permitted. Smoking in pre-school uniform is prohibited as smoking on clothing could inflict or trigger illnesses in children. Any staff member under the influence of illegal substances or is thought to be impaired through misuse will be subject to disciplinary action. For the purposes of this policy the word 'smoking' also includes the use of e-cigarettes.

Use of Email and the Internet

Employees are encouraged to use email and the internet at work as a fast and reliable method of communication with significant advantages for business. However, employees need to be careful not to expose both themselves and the Pre-school to certain risks and offences that the misuse of these facilities can cause.

Use of External and Internal Email

- Employees must word all emails appropriately, in the same professional manner as if they were composing a letter.
- The content of any email message sent must be neither defamatory, abusive nor illegal and must accord with the Pre-school's Equal Opportunities Policy. Sending and receiving of obscene or pornographic or other offensive material is not only considered to be gross misconduct but may also constitute a criminal offence.
- Employees must be careful of what is said in email messages as the content could give rise to both personal liability or create liability for the Preschool. Employees must also avoid committing themselves, or on behalf of the Preschool, over the internet without having received prior and express authorisation to do so, or unless this forms part of their normal day-to-day activities and has been so authorised by the Pre-school.
- Employees must ensure that they have the correct email address for the intended recipients. If employees inadvertently misdirect an email, they should contact their manager immediately on becoming aware of their mistake. Failure to do so may lead to disciplinary action being taken against them.
- Employees must not send any information that the Pre-school considers to be confidential or sensitive over the email. The Pre-school, in particular, considers the following information inappropriate for transmission over email: any confidentiality issues with regards to children and families attending the setting, other staff members or the financial position of the Pre-school. Emails should not disclose individual names of children in our care unless approved by the manager or committee.

- Disciplinary action under the Disciplinary Procedure shall be taken against any employee who is found to be in breach of these guidelines and depending upon the circumstances and seriousness of the breach, this may result in summary dismissal.

Use of the Internet – Confidentiality should always be abided to. If using social networking sites you are required to respect confidentiality and be professional in your conduct ensuring you have privacy settings set on your account.

Use of Telephones and Other Facilities

The Lenches Pre-school's telephones, mail and photocopying facilities are provided for business purposes only. Employees must limit personal usage to a minimum. Personal mobile phones must be kept secure and locked away in the kitchen. Personal belongings should not be used whilst on duty and should be stored tidily in the kitchen area.

Acceptance of Gifts and babysitting

Employees must not accept directly or indirectly any payment or any other benefit or thing of value of more than normal value from any supplier, family, or from anyone else with any actual or prospective business relationship with the Pre-school. Friendships may develop between families and employees. However, any relationship between a parents and employee which is likely to jeopardise business relations in the Pre-school is not acceptable. Employees must use their common sense to avoid any actual relationships. If you are providing babysitting duties for any children in our care you are required by the Pre-school to inform us of this arrangement.

Breaches of the Pre-school's disciplinary rules which can lead to disciplinary action are:

- failure to observe a reasonable order or instruction;
- failure to observe a health and safety requirement;
- inadequate timekeeping;
- absence from work without proper cause (including taking parental leave dishonestly)
- theft or removal of the Pre-school's property;
- loss, damage to or misuse of the Pre-school's property through negligence or carelessness;
- conduct detrimental to the interests of the Pre-school;
- incapacity for work due to being under the influence of alcohol or illegal drugs;
- physical assault or gross insubordination;
- committing an act outside work or being convicted for a criminal offence which is liable adversely to affect the performance of the contract of employment and/or the relationship between the employee and the Pre-school;
- failure to comply with the Preschool's Equal Opportunities Policy.

The list of rules is not to be regarded as an exhaustive list. It is our aim to provide all practitioners with support and continual professional development.

2.4 Babysitting Agreement

At The Lenches Pre-school we do not provide a babysitting service outside of our normal operating hours. However, we understand that parents sometimes ask staff to babysit for their children and this policy has been implemented to clarify some points regarding private arrangements between staff and parents. Please also refer to our Safeguarding Children Policy.

The setting is not responsible for any private arrangements or agreements that are made, this is between the staff member and family, however we do ask staff members to inform us if they are babysitting or caring for a child that attends our pre-school outside of the setting.

We have rigorous recruitment and suitability processes in place to ensure that we employ competent and professional members of staff and uphold our duty to safeguard children whilst on our premises and in the care of our staff. This procedure includes interviews, references, full employment history and DBS checks as well as several other processes. Whilst in our employment all staff are subject to ongoing supervision, observation and assessment to ensure that standards of work and behaviour are maintained in accordance with our policies. We have no such control over the conduct of staff outside of their position of employment. Parents should make their own checks as to the suitability of a member of staff for babysitting.

We will not take responsibility for any health and safety issues, conduct, grievances or any other claims arising out of the staff member's private arrangements outside of pre-school hours. The member of staff will not be covered by the settings insurance whilst babysitting as a private arrangement. Out of hours work arrangements must not interfere with the staff member's employment at the pre-school. All staff are bound by contract of the Confidentiality Policy and Data Protection Act that they are unable to discuss any issues regarding the pre-school, other staff members, parents, or other children.

The pre-school has a duty of care to safeguard and protect all children attending the setting so if a staff member has some concerns for a child following a private babysitting type arrangement they need to pass these concerns on to the Designated Safeguarding Lead (DSL) within the setting.

If a staff member is to take the child at the end of that child's pre-school session the manager will require written permission from the parent/carer. It will be the staff member's responsibility to ensure they have the appropriate insurance, MOT and child restraints or child safety seats if they are transporting them in a car.

A copy of this policy will be given to parents who require babysitting.

2.5 Staff Supervision Agreement

Introduction

To enable us to provide an effective service to the children, parents and fellow staff members there needs to be lines of accountability Under Early Years Foundation Stage guidelines we are obliged to ensure the service provided is correctly managed and supported and that staff and volunteers are adequately supervised.

The Lenches Pre-school considers Supervision to be an investment in their staff and thus will provide Supervision to all staff at regular intervals.

Aims of Supervision

- Maintain accountability to The Lenches Pre-school
- Assist and encourage personal and professional development
- Monitor and review performance
- To discuss any problems or concerns
- Maintain standards of the pre-school including Safeguarding and Professionalism.

What is Supervision and who is it for?

It is a face-to-face meeting between the Manager, Deputy or Chair with the employee, however a staff member is not required to wait for a scheduled meeting to raise any urgent concerns or worries they may have and is free to request a confidential meeting with the Manager/Deputy at any time.

Enabling and empowering both personal and professional development. It is an opportunity for the line manager to raise any concerns with the staff about working practices. It is an opportunity for both parties to discuss any issues which impacts on the childcare organisation confidentially.

All members of staff, including volunteers, are obliged to attend a Supervision meeting at approximately 6/8 weekly intervals which will be carried out during working hours unless prior arrangements are made.

Recording meetings

Your line manager will make an accurate and clear record of the meeting on the supervision form. The record will be held on the employees staff file.

Confidentiality

Any issues discussed during supervision are confidential. Certain information may be shared with others, e.g. training needs or matters which affect other people and safeguarding information.

Content of meetings may include

- Work /life balance
- Health and safety issues
- Actions from previous supervision meetings
- Current workload
- What is going well and what is not going well

- Relationships (staff/children/committee/parents)
- EYFS – planning, documentation (children’s records/observations) etc.
- Concerns over individual children
- Staff development
- Review of any training employee has completed since last supervision meeting
- Actions of priorities for month ahead
- Supervision should allow for a two-way process of communication and staff are encouraged to include any subject for discussion that they feel necessary.

Peer Observation

As part of the supervision process and continuous professional development all employees are required to engage in peer observations as both the observer and the person being observed. Observations made during this process maybe included for discussion during your supervision meeting.

2.6 Induction of staff, volunteers, and managers

Policy Statement

We provide an induction for all staff, volunteers, and managers to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

Procedures

We have a written induction plan for all new staff, which includes the following:

- Introductions to all staff and volunteers, including management committee members.
- Familiarising with the building, health and safety and fire procedures.
- Ensuring our policies and procedures have been read and are carried out.
- Introduction to parents, especially parents of allocated key children where appropriate.
- Familiarising them with confidential information where applicable in relation to any key children.
- Details of the tasks and daily routines to be completed.
- The manager inducts new staff and volunteers. The chairperson or a senior supervisor inducts new managers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.

2.7 Student placements

Policy Statement

This setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

We aim to provide for students on placement with us experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Procedures

- We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have DBS checks carried out.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We always supervise students under the age of 17 years and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short-term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting may be included in the ratios if they are deemed competent.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

2.8 Volunteers

Introduction

At The Lenches Pre-school we welcome and value the contribution of volunteers to our setting. Having volunteers in our setting allows the children to experience more valuable learning opportunities and meet different people from our community in a safe, secure environment.

Our Aim

- To ensure having volunteers in the setting is a positive experience for all concerned.
- To ensure that the children are always safeguarded.
- To ensure having volunteers in the setting does not hinder our practice.
- To ensure all Committee members are supported in role and receive relevant information and training.

Our Procedures

At The Lenches Pre-school we have developed a volunteer pack which includes;

- Safeguarding and volunteering information
- Confidentiality agreement
- Induction – to include Policies and Procedures
- Volunteer Information sheet detailing contact numbers, emergency numbers any medical conditions or allergies.

All volunteers are supported and encouraged to improve their experiences and learning with us through training and sharing best practice. Their performance will be carefully monitored and if it is deemed this is not satisfactory or it is having a detrimental effect on any of the children, including their own, we reserve the right to re-think their position with us.



Committee Member/ Volunteer Agreement

This Committee Member/ Volunteer agreement is a description of the arrangement between The Lenches Pre-school Group and in relation to your voluntary role. The intention of this agreement is to clarify nature of the relationship and assure you that we appreciate your volunteering with us.

The Lenches Pre-school Group also wishes to set out our commitment to the best we can to make your volunteer experience with us a positive and rewarding one.

1. The setting

The setting accepts the services of the volunteer for the role of:

Name of the volunteer	Role

The setting makes the following commitments:

- To provide introduction to the organization and your role as a volunteer
- To provide an informative induction programme
- To provide a volunteer induction pack, including full details of the organization and other documents relevant to the role
- To provide training and support you need to meet responsibilities of this volunteering role
- To explain performance standards and encourage and support you to achieve and maintain them
- To provide a named person who will regularly discuss your role
- To help you develop within your volunteering role
- To provide an opportunity for you to feed back to us about your experiences as a volunteer.

Expenses:

- To repay out-of-pocket expenses incurred wholly and exclusively in connection with the volunteering role i.e. DBS check.

Equality and diversity:

- To ensure that volunteer interaction is in accordance with our Equal Opportunities policy.

Concerns:

- To address any problems, complaints and difficulties you might have while you volunteer with The Lenches Pre-school Group.

2. The Volunteer

I agree to be a volunteer with the setting and commit to the following:

1. To perform my volunteering role to the best of my ability in line with the aims and values of the setting.
2. To follow settings Policies and Procedures, including Child Protection and Safeguarding of the Children, Health and Safety and Equal Opportunities.
3. To maintain the confidentiality of information of the organization and of its services users in line with the data protection requirements.
4. To meet time commitments and standards agreed to and to give reasonable notice so other arrangements can be made when this is not possible.
5. To attend training and support where agreed to support me in this volunteering role.
6. I agree to DBS check.
7. To notify the setting if I am the subject of an investigation by the Police, statutory or regulatory authority or if I receive a Police caution or a criminal conviction, which calls into question the suitability of my role.
8. To disclose if I or a member of my household is disqualified from working with children.

To ensure that you as a volunteer get the most from your volunteering role and that the setting benefits from your involvement as a volunteer, we will review this agreement annually, after our Annual General Meeting.

3. My agreed volunteering time is:

Volunteer role	
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I understand that this is not a legally binding document between the parties and does not seek to create an employment relationship between The Lenches Pre-school Group and the volunteer, either now or in the future. This agreement can be cancelled at any time by either party.

On behalf of The Lenches Pre-school Group:

Date	
Signature of Volunteer	
Signature of Manager	
Signature of Chairperson	

*volunteer copy

*setting copy

2.9 Staff Absence Policy

Aim

The aim of this policy is to ensure the manager have adequate prior notice of any staff member which is unable to attend work. Therefore, enabling manager to arrange alternative staff cover. The monitoring of staff absences ensures that any regular patterns of absence can be highlighted, and action can be taken to prevent this from continuing.

Procedure of absence due to illness

If a member of staff feels they are not well enough to work, they must contact the manager on their mobile number by 7am at the latest. Any illness occurring after 9.00am must be reported directly to the manager at the time. Details must be given as to why they cannot work and when they expect to return to the setting.

Procedure for emergency absence

If an emergency occurs which means a member of staff will not be able to attend work the above procedure must be adhered to.

All absences will be monitored by the Lenches Pre-school management and noted in staff individual file. If a member of staff has more than ten sick days within a period of twelve months this will be investigated and if appropriate the grievance procedure may be started.

2.10 Staff qualifications, training, support, and skills

Aim

At The Lenches Preschool we recognise the importance and our duty to support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

We do this through regular supervision.

- Providing support, coaching and training for all staff, learners, and volunteers.
- We foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.
- We hold regular team meetings and workshops where we could discuss any issues – particularly concerning children’s development or wellbeing.
- We work together as a team to put forward ideas on all aspects of the setting such as the routine of the day, behavioural issues or our policies and procedures, this helps us to identify solutions, to address issues as they arise and enables us to learn and develop our practice.
- We hold individual professional development meetings with individual staff members, the manager and the Chairperson, this time is used to discuss any issues/concerns, recognised training needs and prospects of the employee.

These are all documented and kept on the employees file.

- Annual appraisals are completed to ensure the employee is progressing as they would like to, and again to identify any further training needs.
- All staff have specific job descriptions which set out their staff roles and responsibilities, a contract and staff handbook explaining their roles and responsibilities.
- Peer observations are completed on a regular basis between colleagues and the management team, these are used as our commitment to continual professional development and positive reinforcement. It also identifies training needs and ensures transparency around practitioner development and requirements.

In addition to supervision, we provide regular in-service training to all staff - whether paid staff or volunteers through external agencies. Our preschool budget allocates sufficient resources to training, this budget is reassessed each year to reach staff full potentials.

All staff attend a relevant paediatric first aid course to ensure that a first aider is always on the premises and available always when children are present, this includes outings. Anyone working with food i.e. preparing snack has completed training in line with HSE guidelines.

Our training needs are regularly re-assessed, and we consult the Worcestershire Training Directory to book

2.11 The role of the Key Person and Settling- in procedures

Introduction

At The Lenches Pre-school we understand that children thrive from a base of loving and secure relationships. Attachments are the emotional bonds that young children develop with parents and carers, these attachments benefit children in so many ways.

- Children with strong early attachments cry less when separated.
- They engage in more pretend play and sustain attention for longer.
- They are less aggressive and are popular with other children and with adults.
- Their sense of who they are is strong.
- Children need to be safe in the relationship they have with parents or carers.
- They are vulnerable but will develop resilience when their physical and psychological well-being is protected by an adult.
- Being emotionally attached to such an adult helps the child feel secure that the person they depend on is there for them.
- When children feel safe, they are more inclined to try things out and be more independent.
- They are confident to express their ideas and feelings and feel good about themselves.
- Attachment influences a child's immediate all-round development and future relationships.

Our Aim

At The Lenches Pre-school we want children to feel safe, stimulated and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our pre-school.

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

Our Procedures

Before a child starts to attend our pre-school, we use a variety of ways to provide his/her parents with information. These include written information (including our Welcome Pack and policies), displays about activities available within our pre-school, website and play sessions to settle children into the setting.

We allocate a member of staff to each child and his/her family when she/he starts to attend; the member of staff welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.

When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into our pre-school. We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.

Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.

We judge a child to be settled when they have formed a relationship with their member of staff; for example the child looks for that person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.

When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from our pre-school. We will seek support where necessary.

Key Person

We use the key person system at The Lenches Pre-school and each child and family are allocated a key person as soon as they start with us. Families are given a key person letter which explains more about the role.

Definition

- A key person has special responsibility for a set number of children.
- A key person will ensure that your child's needs are recognised and met at each session.

Main duties

- To help your child settle into the setting smoothly, helping them to integrate into the group.
- To be a point of contact so we can discuss and support both the child and family.
- To provide emotional needs to your child and to ensure the child's race, culture, religion, language, and family values are being met.
- To observe, keep records and monitor the child's progress and talking and encouraging parents to participate in their child's development.
- To feed-back information that might be important to parents or any worries the key worker has come across.
- To work in conjunction with the parents in a statutory and professional manner.

It is important to note that a Key Person does not;

- Shadow the children throughout the session.
- Only work with the key children they have been given.
- Prevent other adults from developing a relationship with the key children they have been given.

Changes of Key Person

Sometimes it may be that a key Person needs to be changed, this may be due to a change in staff on the child's days, or that we have identified that a child needs support in a specific area that another person may be more equipped to help and support.

Babysitting

We understand that sometimes parents are looking for reliable babysitters, who are known to their child and DBS checked and may wish to ask their child's key person or other pre-school employees to babysit. We have therefore put together these guidelines for families and pre-school employees to follow.

- The Pre-school will not be responsible for any private babysitting arrangements or agreements made between staff and parents/carers.
- Out of hours babysitting arrangements must not interfere with a staff member's employment at the Pre-school.
- Confidentiality by staff regarding other staff and children at the Pre-school must always be adhered to and respected.
- The Pre-school will not be held responsible for any health and safety or other issues that may arise from these private arrangements.
- No member of staff will take a child away from the setting unless they are a named person on the child's records.

2.12 First Aid Training

Introduction

At The Lenches Pre-school we have a duty to safeguard all children in our care and on our premises. We also have a legal duty to provide a safe working environment for our staff, parents, learners, and volunteers. Occasionally the need to administer first aid is required so a First Aid Policy has been written.

Our Aims

Our aim at The Lenches Pre-school is to provide a safe environment for children, staff, volunteers, learners, visitors, and parents. We aim to reduce the probability of incidents and accidents occurring through risk assessments and clear procedures; however, we are realistic that some accidents will occur.

In the case of accidents occurring we aim to deal with these in a prompt, professional manner.

We do this through.

- Ensuring all our practitioner's present have a current paediatric first aid certificate on the premises at all times when children are present and must accompany children on outings.
- Ensuring that there is always at least one member of staff on the premises and when on outings, who has a current first aid qualification.
- We ensure there is always a first aid box accessible with appropriate content for children.
- We ensure a written record of accidents, injuries and first aid treatment is completed promptly and professionally and kept on site at all times.
- We strive to identify when and why accidents are occurring and reflect on our practice to reduce re-occurrence of such injuries.

Policy statement

In our setting, staff who hold a current paediatric first aid qualification can take action to apply first aid treatment in the event of an accident involving a child.

We aim to ensure that first aid training is local authority approved and is relevant to staff caring for young children.

All staff at The Lenches Pre-school hold relevant and up to date Paediatric First Aid training

The first aid kit

Our first aid kit is always accessible , complies with the Health and Safety (First Aid) Regulations 1981.

- The first aid box is easily accessible to adults and is kept, in the kitchen, out of the reach of children.
- The contents of the first aid box is checked by the person responsible each term and replenished, as necessary
- No un-prescribed medication is given to children, parents, or staff.
- At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

- Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.
- On outings or activities out of the setting, such as forest school or trips to the park, a full and accurate first aid kit will always be with the supervisor.
- It is everybody's responsibility to highlight to the person responsible for replenishing the first aid kit, if they notice anything missing or not up to standard.

2.13 Staffing and Ratio

Policy statement

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified, and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

Procedures

To meet this aim we use the following ratios of adult to children:

- Children aged two years: 1 adult : 4 children:
 - at least one member of staff holds a full and relevant level 3 qualification: and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult : 8 children:
 - at least one member of staff holds a full and relevant level 3 qualification: and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- The number of children for each key person considers the individual needs of the children and the capacity of the individual key person to manage their cohort.
- We only include those aged 17 years or older within our ratios where they are competent and responsible; we may include students on long-term placements and regular volunteers.
- A minimum of two staff/adults are on duty at any one time; one of whom is our manager, deputy or trained DSL .
- Our manager deploys our staff, students, and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are always within sight *or* hearing of staff.
- All staff are deployed according to the needs of the setting and the children attending.
- Our staff, students and volunteers inform their colleagues if they must leave their area and tell colleagues where they are going.
- Our staff, students and volunteers always focus their attention on children and do not spend time in social conversation with colleagues while they are working with children.
- We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Other useful Early years Alliance publications

- Employee Handbook (2012)
- Recruiting Early Years Staff (2016)
- People Management in the Early Years (2016)

This policy was adopted at a meeting of

The Lenches Pre-school Group

Held on

October 2022

Reviewed and amended

February 2023

Signed on behalf of the management committee

Name of signatory

Paula Lloyd

Role of signatory and date signed

Chairperson