



Suitable People Policy & Procedures

Designated Safeguarding Lead (DSL)	Roberta Pearson Victoria Clarke (Committee representative)
Designated Safeguarding Lead Co-ordinator	Zoe Corfield
Deputy DSL	Emily Corfield
Registered Provider	Pinvin Community Pre-school Committee
Setting Manager Deputy Manager	Bobby Pearson Emily Corfield
Family Front Door Worcestershire Children First: includes Children's Social Care, Education, Early Help and Fostering	<ul style="list-style-type: none"> • 01905 822666 Weekdays 9.00 to 5.00pm (4.30 Fridays) • 01905 768020 (evenings and weekends)
Police	Call 999 in an emergency, e.g., when a crime is in progress, when there is danger to life or when violence is being used or threatened. For less urgent issues call local police on 101 .
Ofsted	0300 123 1231 Contact Us Ofsted Parent View
Worcestershire Children First	Early Years and Childcare 01905 844048 EYCC@worcschildrenfirst.org.uk Contact us Information - Worcestershire Children First Education Services
Community Social Workers	How to contact Children's Social Care How to contact Children's Social Care Worcestershire County Council
Local Authority Designated Officer	01905 846221 (or via the FFD)
Date of last review	January 2021
Policy adopted by Pinvin Community Preschool committee	January 2021
Pinvin Community Preschool current Policies and Procedures: Safeguarding and Child Protection; Health and Hygiene; Safety and Suitability of Premises; Environment and Equipment; Suitable People; Information and Records (including GDPR); Self-regulation in the Early Years; Equality and Diversity; SEND in the Early Years; The Role of the Early Years Educator; Covid-19 Response.	

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<p>Please note Templates from the document; 'Safeguarding and Child Protection Guidance: For Private, Voluntary and Independent Early Years and Childcare Providers' otherwise known as the 'Yellow folder' will be used as part of our safer recruitment procedures.</p> <p>The term practitioner is used instead of early years educator as per other policies due to the concept of the 'focus practitioner'.</p>	

Safer Recruitment

Serious Case Reviews (SCR) demonstrate the harsh reality that some people will actively seek out opportunities to work with children so they can abuse. It is therefore the role of the registered provider to ensure we have robust safer recruitment policies and procedures, that allow us to recruit and manage our employees effectively. Mitigating any risk and ultimately making it as difficult as possible for them to succeed.

This policy sits under the overarching Safeguarding and Child Protection policy and sets out the safe practices we follow from recruitment to managing our employees. It includes references to our legal duties and guidance for the early years sector and is reviewed regularly as advice evolves. Information on how we recruit trustees can be found in the policy Recruitment of Trustees and Volunteers.

Creating a Safeguarding Culture

The serious case review of Little Teds (Vanessa George, 2010) highlighted a number of lessons to be learned in how we can safeguard children; the need for strong leadership, the importance of clear lines of accountability (for employees and trustees), the ability to work within professional boundaries, the need for tailored policies and procedures, and the on-going training and supervision of employees. All of these themes constitute to creating a 'safeguarding culture'.

The term culture means, 'people coming together around a common set of beliefs and values. Safeguarding is therefore embedded throughout all our policies and procedures, ensuring the protection and safeguarding of children is our paramount concern, and any form of ill treatment towards children will be dealt with severely.

Our Commitment

Our overriding commitment is to safeguard and protect all children and young people by implementing robust safer recruitment practices that help deter, reject or identify people who might abuse children. We do this by;

- Responding to concerns about the suitability of applicants during the recruitment process
- Responding to concerns about the suitability of employees and volunteers once they have begun their role
- Ensuring all new staff and volunteers participate in a timetabled induction which includes safeguarding and child protection training and equality and inclusion training. Induction will also clearly set out the person's role, the boundaries of the role and what is safe and unsafe practice.
- Investing time and engage with all employees and volunteers to support their continuous professional development
- Reflecting on practice, regarding the recruiting and managing of employees and volunteers, to ensure we continually improve our ability to safeguard children.

Planning the Recruitment Process

Taking a planned and structured approach to recruitment allows us to;

- ✓ Minimise the risk of recruiting someone unsuitable
- ✓ Ensures we select the right person for the role
- ✓ Ensures there are records of the processes for future reference
- ✓ Ensures all candidates are treated fairly, consistently and in compliance with all relevant legislation.

Step 1: Defining the Role

We make it explicitly clear at the very start of our recruitment process, that we are committed to safeguard children. When planning the role, we will include:

Job description: This will include a statement regarding our commitment to safeguarding and promoting the welfare of children and young people;

'We are an equal opportunities employer and are committed to safeguarding and promoting the welfare of children and young people. We expect all employees to share this commitment. The post is subject to an enhanced DBS check and barred list check.'

Person specification: This will state we require applicants with a good awareness of safeguarding procedures and a commitment to safeguarding children and young people, through regular training.

Step 2: Advertising the Role: Adverts are designed to send a clear safeguarding message and the main text of the advert will include the statement above, regarding our commitment to safeguarding and promoting the welfare of children and young people. The advert will also state the requirements for enhanced DBS check and barred list checks. We advertise positions through reputable recruitment search engines and our own platforms to ensure we attract a wide range of applicants.

Step 3: Planning the Selection Process: Our selection process is designed to be vigorous and requires applicants to invest time in the process. The table below details the sequence of actions.

<p>Register Interest</p>	<p>We ask applicants to register their interest in the position through writing a personal statement as to why they should be considered to apply for the position.</p>
<p>Application Pack After scrutinising responses, we would then send out an applicant pack to suitable applicants.</p>	<p>Application form: A standard application form is used for all positions to capture information consistently. It requires the applicant to detail how they meet the criteria outlined in the person specification.</p> <p>References: Applicants are requested to supply at least 2 references. We use a standard reference form which includes a question about the applicant's suitability to work with children and young people. It will be made clear to applicants that our safer recruitment procedure requires us to ask for references prior to interview.</p> <p>Self-Disclosure form: Allowing the applicant to inform us confidentially of any unspent criminal convictions, child protection investigations or disciplinary procedures on their record.</p>

	<p>Other information: The pack will also include our Suitable People Policy and Safeguarding and Child Protection policy, so the recruitment process and expectations beyond selection are transparent. We would also enclose a diversity monitoring form.</p>
<p>Shortlisting Completed by a panel of 2 persons minimum.</p>	<p>Application forms are assessed against the criteria specified in the person specification. The panel discuss in length the details of the role and the applicant's suitability, referring to the job description. Those not shortlisted will be informed via a standard email.</p> <p>In cases where we have a high number of applicants, we may conduct some pre-interview telephone interviews. These allow the applicants to ask specific questions about the role and for the panel to filter out unsuitable candidates.</p> <p>Throughout the shortlisting process notes will be kept which document the decision making throughout.</p>
<p>Preparing for Interview</p>	<p>Application forms will be reviewed with gaps in employment noted to be addressed during interview.</p> <p>Before the interview, a list of core interview questions will be compiled alongside any extra questions that have come about as a result of what individuals have said on their application form or referees' comments. Interviewees will be asked to provide concrete examples of their competency and their attitudes and behaviours. Their motivations for working with children and young people will be explored.</p> <p>One of the panel members will be the agreed chair of the interview process, to ensure all applicants are treated equally and fairly. Applicants will be contacted with a date and time for interview with an outline of the interview process and to ask if they require any special access requirements.</p>

<p>Verifying references</p>	<p>At minimum two references will be sought before interview. The references will be checked for consistency with the information provided by the candidate in their application form and interview.</p> <p>Discrepancies, concerns or vague statements will be followed up with a telephone call to the referee. If issues are significant the referee would be asked to put further details in writing. If concerns are unsubstantiated or allegations have proven false this will not affect our decision on employing a candidate.</p> <p>We will never accept references which come directly from the applicant or are addressed 'to whom it may concern'.</p>
<p>Interview</p>	<p>We consider it good practice to use other selection techniques, in addition to a face-to-face interview; for example, written exercises, presentation, or carefully supervised activity with children. Feedback will be gained from all parties concerned i.e., employees, children and the applicant.</p> <p>The face-to-face interview will be led by the panel chair. All applicants will be asked the same set of core questions to ensure they are treated equally. Notes will be taken and form the evidence for assessing candidate's suitability after the interviews are complete. The panel will use a scoring system based on the person specification; this will follow the same criteria for each candidate.</p> <p>Interview questions will always include opportunities for candidates to demonstrate they are able to establish and maintain professional boundaries and professional integrity, establish and maintain relationships with children and take action to protect a child.</p> <p>We are not permitted to ask the applicant health questions until they are offered a position however will refer to the job and person specifications to clarify their suitability for the role.</p>

	<p>For management positions the successful candidate would have to complete a 'Childcare and children's social care health declaration form' for Ofsted.</p> <p>https://www.gov.uk/guidance/childcare-and-childrens-social-care-health-declaration-form#history</p>
Checking Identity	<p>Applicants will be asked to bring with them photographic evidence (with address details) to prove they are who they say they are, documentation that proves they are eligible to work in the UK, originals of their qualification certificates that also show awarding bodies and a completed self- disclosure form.</p> <p>Self-disclosure forms: applicants should bring to interview in a sealed envelope marked confidential. We will only open this for candidates who have been offered a conditional offer and review as part of our vetting checks. We will securely dispose of any unopened self-disclosure forms. The self-disclosure form does not replace the need for DBS checks.</p>
Rejecting applicants	<p>Unsuccessful applicants will be treated fairly and equally. They will always be treated with respect and telephoned as soon as possible. Honest feedback will be given. Rejection after interview will never be completed via email or message.</p>
Making an offer	<p>Any offer of employment will be taken after triangulating applicant forms, interview notes, and feedback from children and adults in the setting. Offers will be given via a telephone call and followed up with an email stating the offer is subject to satisfactory completion of vetting processes. Under no circumstances will an employee start work before vetting is completed. A probationary period would be agreed but would be no less than 3 months.</p>
Criminal record checks	<p>We use the umbrella body Capita when applying for criminal record checks. We require an 'enhanced with barred list check' for all employees, trustees and regular volunteers due to their work being classified as 'regulated'. As criminal record checks are only valid from the date stated on the certificate, all new employees are requested to</p>

	<p>apply for the update service at their own personal cost. This will be periodically checked throughout the employee's employment.</p> <p>If an applicant already has an updated DBS from previous employment, we will with their consent;</p> <ul style="list-style-type: none"> ✓ Confirm the certificate matches the individual's identity ✓ Examine the original certificate to ensure that it is for the appropriate workforce and level of check, e.g. enhanced certificate/enhanced including barred list information. ✓ Carry out a free online check. This would identify whether there has been any change to the information recorded, since the initial certificate was issued and advise whether the individual must apply for a new certificate.
Disqualification by association	<p>In 2018, amendments to the Childcare Act 2006 meant settings are no longer required to establish whether employees working with children are disqualified by association. Therefore, the safeguarding culture of the setting is vitally important to ensure all employees recognise how relationships and associations, both within and outside the workplace may have implications for the safeguarding of children and young people.</p>
Concerns over vetting checks	<p>If disclosure and barring checks reveal concerns about a person's history, we will need to assess whether or not they are suitable to work with children and young people. Formal offers may be put on hold until this has been explored. It may be necessary to pass on information to the criminal records agency, professional bodies or police.</p> <p>Self-disclosure form: If a candidate discloses a caution or conviction, we will carry out a written risk assessment to decide if this is relevant to the post.</p> <p>Barred list: If we discover someone who has applied to work with children is barred, we will contact the police.</p>

	<p>Criminal record: If an applicant has a criminal record, we will complete a risk assessment to ascertain whether the applicant is suitable to work with children and young people.</p> <p>Spent or protected convictions: Unless the conviction makes them unsuitable to work with children, this would not affect our employment offer.</p>
<p>Risk Assessment</p>	<p>The applicant will be informed about the concerns raised from the vetting checks and the risk assessment process will be explained to them. They will be informed of who will be involved in this process and be invited to discuss the conviction(s) in a safe environment. There will always be two representatives from the setting, ideally the two persons involved in the recruitment process.</p> <p>The discussion will be focused on the individual, their feelings and attitudes and not regarding whether a legal decision was right or fair. It will be used to decide whether the applicant is suitable to work or volunteer with children and young people.</p> <p>Points we will consider;</p> <ul style="list-style-type: none"> • the nature of the offence and its seriousness • the relevance of the offence to other staff, volunteers, children and their families • the length of time since the offence took place • the length of the sentence • whether the offence was an isolated incident or part of a pattern or history of offending • the circumstances which led to the offence being committed • whether these circumstances have changed (if so, do these changes increase or reduce the likelihood of similar offences happening in future?) • whether the individual has changed since the offence (if so, what has led to the change and does this reduce or increase the likelihood of them committing further offences?)

	<ul style="list-style-type: none"> • the level of remorse expressed by the applicant and/or any efforts to change • whether the new role provides opportunities to re-offend • any legal constraints relevant to the role, for example if the person has lost their driving licence and the role requires driving. <p>A clear written record will be kept to demonstrate the decision-making process and outcome. This will be kept in a secure lockable cabinet.</p>
Confidential information	<p>Sometimes a vetting and barring check may include information, marked 'in confidence'. This will not be discussed with the applicant as could compromise a criminal investigation. If we choose to withdraw the offer of employment we would state, 'on the basis of checks and references that have been made, we are withdrawing the provisional job offer.</p>
Storing disclosure and barring checks	<p>We do not store original certificates. Instead, we keep a confidential record of; the date the check was completed, the level and type of check, the reference number of the certificate and the decision made about whether the person was employed (with reasons). If there is a dispute regarding the check, we will keep a copy of the certificate for no longer than 6 months.</p>
Single central record	<p>Evidence of pre-employment checks will be kept in the form of a single central register. Where we work with other professionals not employed by the setting, we ensure they have undergone the necessary checks and keep a record of this on the settings single central record.</p>

Recruitment of Trustees and Volunteers

Charitable Status

Providing childcare through a charity status gives us the unique opportunity to engage parents and carers in shaping the childcare provision. The charity structure allows parents and carers to get involved on a strategic level, supporting the management team to provide the very best care and experiences.

As a registered charity (**700766**) we must adhere to the regulations stated by the Charity Commission. This includes adopting a governing document which explicitly states the purposes of the charity and the named body that has ultimate responsibility. Pinvin Community Pre-school adopted the Preschool Learning Alliance Model Constitution (2011) in November 2017.

Our charitable purpose of Pinvin Community Pre-school is:

To advance education by supporting and promoting the learning and development of young children.

The Committee

The overall management and control of the Pre-school rests with the individual members of the Pre-school's management committee ("the Committee"). As well as being responsible for the management of the Pre-school the Committee members are also the charity trustees of the Preschool.

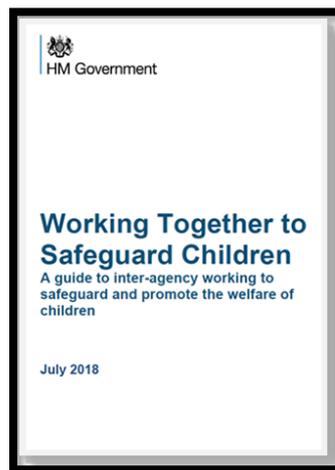
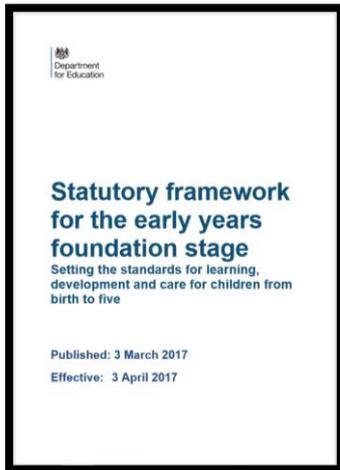
Responsibilities

Committee responsibilities fall into two categories;

Trustee Role: Trustees have overall control of a charity and are responsible for making sure it's doing what it was set up to do.

Registered Provider: The committee has overall responsibility for the provision of childcare and is legally responsible for ensuring compliance with the requirements of the Early Years Register and any conditions imposed by Ofsted. The committee must nominate one person to be the '**Registered Person**' to represent the setting in their dealings with Ofsted. The Registered Person is responsible for making sure the

whole committee knows important information about the registration. Registered persons do not have to work with children or be involved in the day-to-day organisation of the childcare, however must have a good awareness of the content of the EYFS and ensure the person managing the setting has the knowledge and skills to do so.



Working Together to Safeguard Children is the key Safeguarding text for **ALL** organisations and agencies who have functions relating to children. It focuses on the core legal requirements, making it clear what individuals, organisations and agencies must and should do to keep children safe.

Recruiting Committee Members and Volunteers

Our safer recruitment commitment extends to the recruitment and management of all committee members and volunteers. We follow the steps below to ensure we are thorough and robust in our processes.

Step 1: Defining the Role

The trustees agree what skills, experience and knowledge are needed, and write it down in the form of a short job description and person specification.

Step 2: Advertising the Role

Adverts are designed to send a clear safeguarding message and the main text of the advert will make it explicitly clear that we are committed to safeguard children, and include the following text;

'We are an equal opportunities employer and are committed to safeguarding and promoting the welfare of children and young people. We expect all trustees and volunteers to share this commitment. The post is subject to an enhanced DBS check and barred list check and successful completion of an EY2 form'
(Please note the EY2 form is for trustees only and not required for volunteers).

Step 3: Expression of Interest

We ask all applicants to complete an expression of interest form which includes a personal statement as to why they are interested in becoming a trustee and details of two references.

Step 4: Short-listing and Interviews

These take place against agreed criteria. Interviews are carried out by a small panel of trustees, and each candidate is asked similar questions to ensure a fair and objective approach. Notes are kept of each interview.

Step 5: Vetting

If a position is offered this is on condition of suitability checks being made.

Trustee position: The trustees must ensure that the applicant has not been disqualified from acting as a trustee. This should be confirmed in writing by the applicant. Applicants are also asked to consider and declare any existing or potential conflicts of interest. Before formalising the appointment, the applicant is required to apply for an EY2 and DBS check and barred list check. On satisfactory completion of these and receipt of satisfactory references a formal appointment may be made.

Volunteer position: Applicants are asked to consider and declare any existing or potential conflicts of interest. Before formalising the appointment, the applicant is required to apply for a DBS check and barred list check. On satisfactory completion of this and receipt of satisfactory references a formal appointment may be made.

Step 6: Making the Appointment

Trustee position: The Chair of the committee writes to the prospective trustees, setting out their duties and the charity's expectations of them; they are asked to sign and return a copy of the letter. An information pack (Committee Folder) about the charity is sent to new trustees, and a full induction process is arranged.

New trustees meet existing trustees and others involved with the charity, such as members of staff, volunteers and beneficiaries. The new trustees attend their first meeting and are duly welcomed. Ofsted are informed of new trustees through an

EY3 form. Information of new trustees are also updated on the charity commission website.

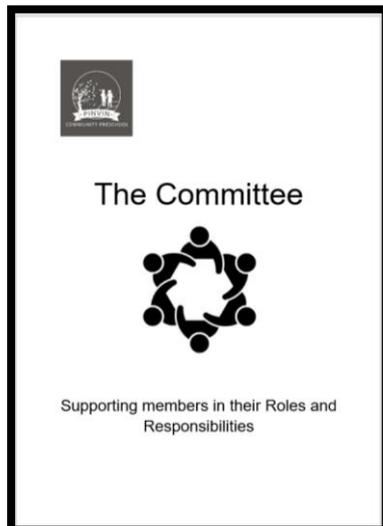
Successful volunteers: The manager meets with the volunteer and outlines the duties and expectations of working within the setting. An induction process is planned and the volunteer is introduced to members of staff, committee members, and other beneficiaries.

Step 7: Supporting Committee Members

It is of vital importance that trustees understand and recognise their legal duties in fulfilling their duties, both as a trustee of a charity but also in delivering the Early Years Foundation Stage (2017). To support this, we signpost to two important documents.

Charity trustee: what's involved (CC3a)

<https://www.gov.uk/guidance/charity-trustee-whats-involved>



The Committee folder has been written specifically for trustees of the charity. It outlines roles and responsibilities and has a range of tools to support the committee in their role.

All trustees will be sent an electronic copy of this on their successful appointment.

Induction of Employees, Trustees and Volunteers

Child protection and safeguarding is a key part of our induction process, ensuring all employees, trustees and volunteers recognise their duty to safeguard children and young people.

We ensure all new employees, trustees and volunteers;

- have read and understand our child protection and safeguarding policies and procedures
- undertake child protection and safeguarding training which details; how to spot the signs that a child may be experiencing abuse, how to respond appropriately if a child makes a disclosure about abuse and what to do if they have concerns about a child's wellbeing.

If a new employee, trustee or volunteer have completed safeguarding training before, we still insist they complete our training. This ensures everyone in the organisation has up-to-date knowledge and skills.

Policies and Procedures

The statutory framework for the early year's foundation stage (2017) states induction should also include, emergency evacuation procedures and health and safety issues. We therefore insist all new employees, trustees and volunteers have read and understood all of our policies and procedures. Knowledge and understanding of these will be tested throughout their employment.

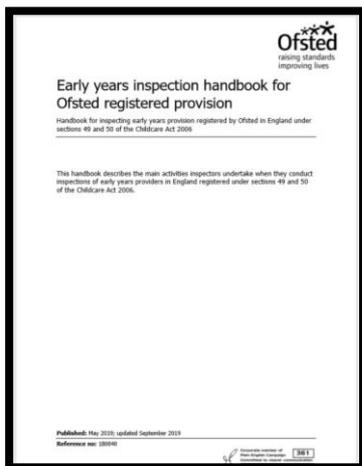
Induction forms part of the probationary period so we are seeking evidence that the individual has a good understanding of the settings policies and procedures, and actively seeks out further information to support them in role. The length of time induction takes is planned on an individual basis but would never exceed 6 weeks.

Once the induction process has been completed, regular supervision will be put in place to support the new employee, trustee or volunteer. This allows any concerns on either side to be raised and responded to appropriately.

Continuous Professional Development (CPD)

The statutory framework for the early year's foundation stage (2017) states;

3.20 Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.



The Ofsted inspection framework (2019)

Outstanding descriptor for leadership states:

'Leaders ensure that they and practitioners receive focused and highly effective professional development. Practitioners' subject, pedagogical content and knowledge consistently builds and develops over time, and this consistently translates into improvements in the teaching of the curriculum'

Our Commitment to Continuous Professional Development

We are committed to investing time and resources into the on-going development of employees, trustees and volunteers. However, we recognise this as a shared responsibility;

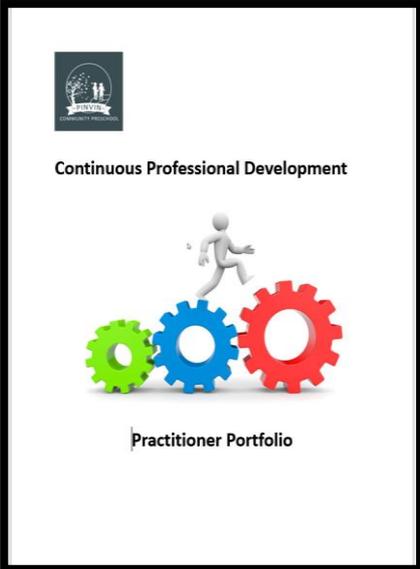
- Employees, trustees and volunteers investing time, commitment and taking responsibility for their learning to enable them to continue to develop skills and knowledge.
- Our role as an employer, to actively provide appropriate learning opportunities on an on-going basis.

Post Induction

After the successful completion of induction, we would begin to work with employees, trustees and volunteers in planning their on-going CPD and setting SMART targets.

Support for Employees: Practitioner Portfolio

All employees will be issued with a Practitioner Portfolio. The portfolio is designed to be informative and gives space to store and collate evidence of CPD. It has prompts for self-reflection and supports employees to plan and review their learning.

	SECTION 3	This section gives you space to document where you are on your learning journey, your history, your values and beliefs and where you may wish to be in the future.
	SECTION 4	Supports you to reflect on yourself both personally and professionally, with prompts given to help uncover your current interests around early years practice and professional growth.
	SECTION 5	These sections are where you would place plans and then evidence the tasks you have completed. This may be a written confirmation from a colleague, notes on a tv program you have watched, details of a book read etc.
	SECTION 6	
	SECTION 7	This is for personal reflections. We want practitioners to write with honesty and therefore this may be part of the portfolio that you may wish to keep confidential.

Support for Employees: Focus Practitioner

Whereas supervision is focused on job performance, the focus practitioner concept has come from a desire to support practitioners in their personal and professional growth. It provides an opportunity for practitioners to explore more of how their personal experiences and values, effect their practice and how they can use this acknowledgement to develop further.

Once every 6 weeks each employee will be selected as the 'focus practitioner' and invited to have a conversation with their mentor to discuss the areas they wish to explore as an area for development. Time will then be spent with their mentor to work on these areas through a range of activities.

The focus practitioner tool forms part of employees CPD, helping to streamline thinking, and focus. This will then be used to identify long-term objectives and goals.

Support for Employees: Supervision

The Early Years Statutory Guidance (2017) states:

3.21. Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

3.22. Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children’s development or well-being, including child protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

Supervision in Practice

Supervision meetings are in addition to the focus practitioner sessions and will take place at regular intervals between the employee and their line manager.

Supervision provides professional one to one support away from the children and direct work environment. The purpose of supervision is to allow time to reflect on individual and group practice and monitor progress against the SMART objectives agreed and set at the start of the year. Self-evaluation is then used to identify key areas which can help improve the quality of provision which ultimately improves outcomes for children in our care.

Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague’s practice.

Please note: Employees, should **NOT** wait for a scheduled meeting to voice any concerns. These should be dealt with promptly with your line manager.

Our Commitment to Supervision:

- ✓ All employees, whether they are full time, part-time, volunteers, apprentices or students will receive regular supervision.
- ✓ Where possible a private space shall be sourced away from any interruptions for the supervision meeting.
- ✓ At the end of each session both supervisor and supervisee should sign and date the supervision notes to confirm its accuracy and both keep a copy. The supervisor's copy will be kept in a supervision file.
- ✓ Our aim is for employees to be clear and confident about their roles, responsibilities and accountabilities.
- ✓ Our commitment is to support employees in their role. We will listen and offer constructive, honest feedback to meet this commitment.
- ✓ Supervision will be a time to celebrate achievements, building confidence and capacity.
- ✓ Employees health and well-being are of vital importance to us and we will signpost to additional help if required.
- ✓ Clarity will be given as to what will happen to information discussed if it raises concerns about the practice of a member of staff or a child.

Support for Employees: Appraisal

Appraisals are a formal, annual meeting where the appraisee and appraiser have the opportunity to reflect on the performance of the employee against a set criterion, taken from the employee's job description.

An appraisal;

- Considers employee's performance, looking back at the quality and volume of the work they've done over a set period and how they did it; and giving feedback.
- Offers opportunity to plan future goals with steps of how these may be achieved.
- Confirms mutual acknowledgement of the employee's learning and development needs, and how these can be met.
- Explores employee's potential and their aspirations.

Prior to the appraisal meeting, appraisees will be given an appraisal form, detailing the criteria to be assessed. They are encouraged to use this form to evidence how they have met criteria and to highlight any areas they would like to discuss further. Line managers completing appraisals are encouraged to complete the same appraisal form for each individual, detailing evidence that they have observed across the criteria stated.

The appraisal meeting shall take place away from children and colleagues and allow adequate time for discussion. After discussions, mutually agreed targets will be set and an action plan put in place. The appraisal discussions will be written up, signed by the appraisee and appraiser and copies put on the employee file for future reference.

Support for Employees: Training and support

We recognise that continuous professional development comes in many forms and we are committed to offering all of our employees a wide range of opportunities to support their development.

Training is sourced externally through Worcestershire Children's first and also through Educare. We also have a program of training that can be delivered in house. We recognise that not all adults learn in the same way so encourage our team to be creative in their learning, acknowledging CPD can come in many forms;

Observing, listening, audits, team meetings, professional discussions, team building activities, attending cluster meetings or multi-agency meetings, e-learning, modelling colleagues, secondments, swapping roles for the day, reflective journaling, watching a documentary, listening to a podcast, completing a small research project, reading a book or journal, reviewing and co-writing policies, following and contributing to relevant forums...

Support for Trustees

Support for trustees will be on-going, and will be dependent on the role.

- As part of the induction process trustees will be signposted to relevant early years documentation to support them in role.
- Trustees will be actively encouraged to visit the setting at least termly, to have the opportunity to speak with managers, employees, families and children.
- All trustees will have access to training across the early years themes and be encouraged to partake in this to better understand the statutory requirements of running an early year's setting.
- New trustees will be supported by more experienced trustees and be accountable to the registered person.

Support for Volunteers

We recognise the value of having regular volunteers in the setting and are committed to ensuring this is a positive experience for all concerned. Support for volunteers will be tailored to their specific needs, however may include;

- Signposting to early years documentation
- Access to on-line and face to face training
- Involvement in setting projects
- Regular feedback from line manager

If after careful monitoring, their performance is deemed unsatisfactory or is having a detrimental effect on children, families of employees, we have the right to terminate this position. We recognise many of our volunteers maybe parents of our children and so we make it explicitly clear at the induction stage that should their volunteering status effect their own (or related) child's experiences at the setting, we have the right to terminate their position in the interests of the child.

Student Placements

Pinvin Community Pre-school is an advocate for good quality training of early years practitioners and as part of this commitment we offer placements to students undertaking early years qualifications and training.

Our Commitment

We aim to provide 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. We do this whilst ensuring the needs of the children are kept of paramount importance and our practice is not hindered. Long-term students i.e., longer than a 2-week placement, complete the same recruitment and induction processes as a volunteer.

Expectations of our Students

- All students are requested to read our Safeguarding and Child Protection Policy.
- All students are expected to read and comply to the Staff Behaviour and Conduct policy.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students who are placed in our pre-school on a short-term basis are not counted in our staffing ratios.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study, therefore we expect students to engage in dialogue with us regarding their study commitments.

Terminating a student placement

If a student placement becomes detrimental to children, colleagues or the running of the setting, a meeting will be held with the student, their representative and the settings line manager to discuss this. If a solution to the issues raised cannot be found, Pinvin Community Pre-school reserves the right to terminate the position with immediate effect.

Employee Behaviour and Conduct

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 commitment

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 our setting.

Professionalism in action

As someone working alongside children and families you hold a position of trust and so your behaviours in and around children should be exemplary.

Areas to consider	Reflect
<p>Social Media: Befriending parents on social media is strictly forbidden. Extreme care must be taken with posts, photos, videos, audio and written comments 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.</p>	<p>Read the settings Safeguarding and Child Protection Policy – are you meeting the requirements in terms of your social media usage and presence?</p> <p>Do your posts portray a professional demeanour?</p>
<p>Social Interactions</p> <p>No inappropriate conversations must be held within earshot of the children, families or colleagues, irrespective of whether or not it is considered that the content of the conversation would or would not be understood. This includes outside of the workplace or working hours.</p>	<p>Before engaging in dialogue, pause to think; is this the most appropriate place to have this conversation?</p> <p>Could this conversation be misinterpreted?</p> <p>How would I feel if I was the content of this conversation?</p> <p>Is this professional behaviour?</p>

<p>Relationships with Colleagues</p> <p>The quality of the relationships between employees impacts on their ability to work together effectively and also to model positive relationships to the children. When children have experienced living with disharmony and conflict, they are more receptive to noticing this in other relationships; thus, if the relationship between employees is one of mistrust, resentment and animosity this will be witnessed by the children through verbal and non-verbal interactions.</p>	<p>Relationships between employees must be built upon mutual respect and feature open and honest communication. This can be demonstrated in front of the children so they are able to experience the impact of relating to other people in this way. A level of self-awareness, along with an ability to reflect on your own behaviour, is an essential aspect of working with children. It enables staff to make positive changes to how they work, thus impacting on how they feel about work, which will in turn influence their behaviour.</p>
<p>Confidential Information</p> <p>Confidentiality is about respecting other persons rights to privacy and keeping safe the information provided.</p>	<p>Before sharing information ask yourself...</p> <p>Who does this benefit?</p> <p>Is the source reputable?</p> <p>Please see the Safeguarding and Child Protection Policy and the Information and Records Policy for more guidance on information sharing.</p>

Summary

All employees, trustees and volunteers will be required to read and sign an annual Employee Behaviour and Conduct declaration which will be re-visited regularly and forms part of the supervision process for employees.

Any member of staff with concerns regarding staff behaviour and conduct relating to Pinvin Community Pre-School must advise their line manager in a confidential manner so that the issue can be addressed. The Whistleblowing Policy can be also referred to in this instance.

Dignity at Work

We are committed to ensuring that you are treated with dignity and respect at work. Bullying and harassment of any kind will not be tolerated.

Examples of what we deem to be unacceptable behaviour include:

- unwanted physical contact
- spreading offensive or malicious rumours, insulting, ridiculing or demeaning someone, or setting them up to fail (particularly on the grounds of what are known as 'protected characteristics': age, disability, gender reassignment, marriage and civil partnership, pregnancy, maternity, race, religion or belief, sex and sexual orientation)
- insulting behaviour or gestures
- deliberate exclusion from conversations or social activities
- unfair treatment
- misuse of power or position
- unwelcome sexual advances e.g., touching, display of offensive materials or jokes
- offensive or suggestive literature or remarks
- embarrassing, threatening, humiliating, patronising or intimidating remarks
- deliberately undermining a competent worker
- preventing individuals progressing by intentionally blocking promotion or training opportunities
- using electronic means or social networks to bully, harass, demean or offend someone

If employees feel that they have been treated in an unacceptable manner they must inform their line manager immediately. If the complaint is about their line manager the registered person must be informed.

Managing Conflict

We recognise conflict can take different forms, it may come from a lack of trust and co-operation between colleagues, or rivalry between teams. Some signs of conflict can be easily visible such as a heated exchange or more subtle such as withdrawing from others in the organisation.

Spotting the signs

Signs of conflict may include a decrease in motivational levels, changes in behaviour, a fall in productivity, an increase in absence, or negative language indicating underlying dissatisfaction.

Typical responses to conflict

<p>Fight - you react in a challenging way. This may mean shouting or losing your temper.</p>	<p>Flight - you turn your back on what's going on. This is a common reaction - by ignoring a problem you hope it will go away.</p>	<p>Freeze - you are not sure how to react and become very passive. You might begin to deal with the issue but things drift or become drawn out through indecision.</p>	<p>Face - Approach a problem in a calm and rational way with a planned approach.</p>
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Managing Conflict

Pinvin Community Pre-school manage conflict through facing the issue in a calm, rational and planned approach. Line managers will discuss with those concerned the issues, giving them time and space to express their feelings and concerns. In cases where a solution cannot be found informally, formal procedures will be initiated through mediation. This involves an independent, impartial person helping those concerned to reach a solution acceptable to everyone.

Line managers will have access to training in mediation and having difficult conversations to support this process.

Capability Procedures

Our capability procedure is designed to ensure that cases of unsatisfactory performance are dealt with similarly and fairly, with the prime objective of improving an employee's performance to the required level. The procedure seeks to establish whether a concern about work performance is a conduct or capability issue.

Conduct is about an employee's behaviour at work. Usually, it's a conduct issue if the employee has control over their actions. For example, calling in sick when they're not genuinely ill. To deal with a conduct issue, as an employer we would follow a disciplinary procedure.

Capability is about an employee's ability to do their job. Usually, it's a capability issue if the employee has no control over it. For example, if an employee becomes unable to do their job due to an illness and adjustments or support cannot help.

In cases where the actual or potential consequences of substandard performance are very serious Pinvin Community Pre-school may choose to invoke its disciplinary procedure, bypassing the capability procedure.

Our Commitment

The procedures set out in this document aim to ensure that there is:

- ✓ A means of monitoring performance and establishing performance criteria.
- ✓ A degree of consistency in how staff with widely differing responsibilities and duties are given opportunities to attain satisfactory levels of performance.
- ✓ Assistance in identifying the most appropriate form(s) of support and providing that support.

Capability defined

If an employee is failing in a significant or persistent way to carry out their responsibilities or duties to a satisfactory manner, either due to a lack of ability, inadequate training or lack of experience. Such failings will be identified by use of the following procedures and steps taken to improve performance. Where such steps prove unsuccessful the member of staff may have their employment terminated on the grounds of lack of capability to do their job.

If a member of staff fails to overcome their difficulties, any consequent action will be based on:

- ✓ Adequate evidence that the member of staff is incapable of performing their duties satisfactorily.
- ✓ A fair procedure.
- ✓ The fact that the member of staff was given all reasonable assistance to overcome such failings.

Capability Process	
Pre-process	Supervision is designed to address and measure performance against SMART objectives set at the beginning of the year. It also is a time to address any concerns that may impact the employee's ability to fulfil their duties.
Stage 1	If an employee exhibits an inability to perform their duties satisfactorily, we will attempt to resolve the matter informally. A meeting will be called between the employee and their line manager to discuss the issues and a Performance Improvement Plan (PIP) agreed. The PIP will indicate the nature of the unsatisfactory performance, the required expectation, time period over which improvement will be expected and how this will be measured. If the individual's performance improves adequately over the timescale, then the process will terminate at this stage. If performance remains unsatisfactory, then a formal procedure will be actioned.
Stage 2	This formal procedure will be implemented by the registered person with external help sought to ensure we meet current employment legislation. This stage involves a meeting with the employee who will be permitted to bring along a companion if they wish. This meeting is intended to establish the facts, it allows the employee the opportunity to respond to concerns about their performance and make any relevant representations. This may include new information or a different context to information/evidence already collected. If the chair of the meeting decides there are insufficient grounds for pursuing capability procedures and it would be more appropriate to continue to address remaining concerns through supervision the capability procedure will come to an end. If the chair decides there is sufficient evidence to proceed, they may adjourn the meeting to seek further evidence or continue to stage 3 of the capability process.

<p>Stage 3</p>	<p>If the chair of the meeting decides there is sufficient evidence to proceed with the capability procedure, they will revisit the PIP to ensure the document;</p> <ul style="list-style-type: none"> • identifies the professional shortcomings, gives clear guidance on the improved standard of performance needed to ensure that the employee can be removed from formal capability procedures (this may include the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made). • explains any support that will be available to help improve their performance. • sets out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case but should be reasonable and proportionate, but not excessively long, and should provide sufficient opportunity for an improvement to take place) • warns the employee formally that failure to improve within the set period could lead to dismissal.
<p>Stage 4</p>	<p>A review meeting will be held within the time period agreed to discuss progress. If progress has been made, the PIP will be reviewed as necessary. These 6 weekly review cycles will continue until performance is at the expected level. Should performance not improve at a satisfactory level, disciplinary procedures would then be followed.</p>
<p>Throughout the process, adequate warning would be given to the employee so they can attend meetings prepared and accompanied should they wish. Records will be taken of all formal meetings and a copy sent to the employee.</p> <p>This capability procedure is designed to support employees in their performance, however if an employee feels that a decision about their performance under this procedure is wrong or unjust they should appeal in writing, stating their grounds of appeal, within 5 working days of the date on which you were informed of the decision.</p>	

Staff taking medication/other substances

The Early Years Foundation Stage Statutory Framework 2017 states:

3.19. Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice. Providers must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children, at all times.

In addition to these requirements, we also have a general duty under the Health and Safety at Work Act to ensure, so far as reasonably practicable, the health, safety and welfare of our employees and of anyone who could be affected by their work.

Our Commitment

We recognise there may be times when employees have to take medication. To ensure we can best support employees at this time we ask all employees to;

- Complete an annual health declaration form stating any prescribed medicines that they are taking. This would then be followed up with a discussion to ascertain their needs and any reasonable adjustments that they may require.
- Where prescribed medication may be affecting an employee's work, we would risk assess their ability to fulfill the role safely. We would also request confirmation from the employees' doctor to confirm that the medication is unlikely to impair the employee's ability to look after children properly and complete their duties safely.
- In addition to the annual health declaration, it is an expectation that all employees must inform their line manager of any medical conditions that may affect their daily work.

If we have reason to believe that an employee 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 Absence

We recognise that there may be times when an employee needs to take time off in addition to normal annual leave entitlements;

- short-term and long-term sickness, including mental health conditions
- helping a child, partner or relative
- bereavement
- medical appointments
- pregnancy-related illnesses and appointments, including IVF
- bad weather conditions, making travelling to work difficult or impossible

This policy states the responsibilities of the employer (registered provider) and the employee when managing absence from work.

Absence due to Sickness

Reporting	If an employee is unable to attend work due to illness or injury, they must telephone their line manager as soon as reasonably possible, stating the reason for the absence and anticipated duration of absence. They may email office@pinvinpreschool.org if they become unwell overnight however this should be backed up with a telephone call before their shift to ensure the absence has been reported and cover arranged.
Non-reporting	If an absence is not reported and the employee does not respond to calls from their line manager, the emergency contact will be contacted. They will also receive a letter confirming the absence as unauthorised. Continued unauthorised absence will be classed as gross misconduct and treated accordingly.
Contact	We reserve the right for your line manager to contact you during absence to check on your welfare or to query any work that needs to be carried out in your absence.
Absence over 1 day	If the employee is unsure as to when they will return, they must contact their line manager daily. However, they do not need to do this if they have previously advised of a return date.

Self-certification	If an employee is absent from sickness or injury for 7 days or less, (no matter how many days they work) they can self-certify. This means they can state they are not well enough to work and do not need to provide any further medical evidence. Statutory sick pay would apply.
Fit Note (Previously known as a sick note)	If an employee is absent from sickness or injury for more than 7 days (no matter how many days they work) they must get a fit note from their doctor. A fit note is a written statement from a doctor giving their medical opinion on a person's fitness for work, it will state whether an employee 'might' be fit for work or is 'not' fit for work. Doctors cannot provide a fit note before the 7 th day of absence. Where a fit note states the employee 'might' be fit for work it may suggest changes to support the employee in returning to work i.e., light duties, phased returns, or flexible working. If changes cannot be made then the fit note will be changed to 'not' fit for work. If absence continues the employee must send fit notes to their line manager before the expiry of the previous one.
Long-term sickness	In cases of long-term sickness, to fulfil our statutory duties we may have to employ cover on a temporary basis. We would keep the employee informed of any workplace changes and they would still automatically receive regular updates through the normal processes i.e., staff newsletters and emails. However, we will respect their right to withdraw from this should they wish. The line manager would discuss and decide with the employee what would be a suitable level of contact through this period, which will then be reviewed 4 weekly.
Return to Work	On return from a period of absence longer than 7 days, all employees must attend a return-to-work interview with their line manager. The meeting will be minuted and state the reason and length of absence, and any special arrangements to be considered to support their return to work. Where possible we will make reasonable adjustments to support the employees return to work. In some cases, we may request a doctor's report about the employee's health, if this request is denied by the employee (which is their right) we will make our decisions based on the information we know and are told by the employee.

Storing records	All records will be stored as per our GDPR procedures, in a lockable cabinet and kept confidential with only senior members of staff having access.
Sickness during annual leave	If you are sick for 4 working days or more whilst on annual leave you should make your line manager aware at the time if it is practical to do this. These days will be credited to you as annual leave, provided you supply a fit note from your GP to cover the period of sickness. This period of sickness will be paid in line with our normal sick pay arrangements.
Special Circumstances	In the case of Coronavirus, if an employee needs to self-isolate for more than 7 days, because they or members of their household display symptoms, they must obtain an isolation note. Isolation notes can be obtained on-line without visiting a doctor, through the NHS website: https://www.nhs.uk/conditions/coronavirus-covid-19/ and NHS 111 online: https://111.nhs.uk/covid-19
Employer Concerns	Where an employee has regular periods of absence or on return to work, they are struggling, despite reasonable adjustments to their role, we would begin our capability procedure with the aim to support the employee in fulfilling their role.

Where employees may need to take time off for any reason other than sick leave or training, this is agreed with their line manager and the registered person with sufficient notice.

Time off to help others

As an employer we recognise the employee's rights to take 'reasonable' unpaid time off work to help someone who depends on them (a dependant) in an unexpected event. A dependant is anyone who may rely on the employee for help in the event of an accident, injury, illness, care routine, birth or death. This could extend beyond immediate family.

If the absence is long-term an agreement will be made in terms of how we maintain regular contact with the employee. This allows us to check on the well-being of the employee and support where necessary, it also ensures the employee is aware of any

relevant updates or changes happening at work. Due to the nature of our work, we may need to temporarily cover the employee's role during their absence.

On return to work after an absence of more than 7 days employees must attend a return-to-work interview with their line manager. The meeting will be minuted and state the reason and length of absence, and any special arrangements to be considered to support their return to work. Where possible we will make reasonable adjustments to support the employees return to work.

Absence due to unforeseen circumstances

If an employee cannot get to work or is going to arrive late because of bad weather or transport problems, they should tell their line manager as soon as possible. There is no legal right for an employee to be paid for working time they've missed because of bad weather or travel disruption.

Pay during a phased return to work

If the employee returns to their normal duties but on reduced hours, they will get their normal rate of pay for those hours they work. If the employee is doing lighter duties, a decision will be made by the registered person and employee to agree on a rate of pay. This agreement will be put in writing and signed by both parties.

Appeals

If an employee is unhappy with how their absence has been managed, they should address this with their line manager. Reasons for appeal may be;

- that the policy had not been followed correctly.
- that the resulting action was inappropriate.
- that the need for action was not warranted

If the response is unsatisfactory the employee should follow the settings grievance procedure.

Supporting Mental Health

The Government's Department of Health advises that one in four of us will experience mental ill health at some point throughout our life (acas, 2019). As an employee we are committed to promote positive mental health for all our employee's and to provide an environment where all employees can talk openly about their mental health without fear of discrimination.

This policy has 3 principles; Understanding mental health, Educating the workforce and our Commitment to improving mental health in the workplace.

Understanding Mental Health

Mental health is our state of emotional, psychological and social wellbeing; it affects how we think, feel and act and how we cope with the normal pressures of everyday life. Mental health problems can affect anyone, regardless of their role or responsibilities, they can emerge suddenly, as a result of a specific event, or gradually where it worsens over time. It can range from common mental health issues such as anxiety and depression to more serious mental health conditions such as bipolar disorder or schizophrenia. Some conditions can be persistent and may be classed as a disability, while others come and go, giving the individual 'good days' and 'bad days'. While someone may be diagnosed with a mental health condition, with the right support they can still enjoy positive mental health.

Understanding when a mental ill health issue amounts to a disability

A person is disabled if they have 'a physical or mental impairment' which has 'a substantial and long-term adverse effect' on their 'ability to carry out normal day-to-day activities'. (Mind, 2020). For example, someone with a mild form of depression that has only minor effects on their daily life may not be covered. But someone with severe depression that has substantial effects on their daily life is likely to be considered disabled.

Due to the nature of our work, we have a responsibility to ensure the mental health issues a person may be experiencing does not have a detrimental effect on the children in our care. It is therefore essential that the employee can talk openly about their job and mental health problems and to report difficulties without fear of reprisal. We have therefore designed a 5-step program of support to alleviate employee concerns around talking about mental health issues.

<p>STEP 1</p> <p>Recognition</p>	<p>We recognise and acknowledge that an employee's performance or behaviour can be affected if they are experiencing mental ill health and that appropriate support and adjustments should be explored before considering any formal measures such as disciplinary action.</p>
<p>STEP 2</p> <p>Report</p>	<p>Regular supervision and focus practitioner sessions offer opportunities to discuss employer and employee concerns in confidence. We do recognise that some employees may initially be reluctant to speak of their mental health but reassure all employees that their line manager or another senior member of the team are always available to talk. We also have in place a mental well-being champion on the team, to whom staff can talk to and be signposted to further help.</p> <p>Where an employee's mental ill health amounts to a disability, we will consider making 'reasonable adjustments' that will allow them to carry out their job. A 'reasonable adjustment' is a change or adaptation to the working environment that has the effect of removing or minimising the impact of the individual's disability in the workplace so they are able to undertake their job duties, without being at a disadvantage. Where changes are made these will be documented and reviewed at regular intervals.</p>
<p>STEP 3</p> <p>Request</p>	<p>Where an employee discloses concerns over their mental health a program of support will be put in place to support them in their role. This may note triggers or signs the person displays so we are able</p>

	to make reasonable adjustments to their working day. This will be agreed between the employee and line manager and be under constant review.
STEP 4 Reassure	<p>We treat mental health issues as we would do physical illness or injury and will not make assumptions about persons mental health. We encourage employees to consult with their own GP, trained therapist or find support through family and close friends. As part of our commitment to the employee we will investigate the contribution of working conditions to mental ill health and remedy this where possible. We will treat all matters relating to individual employees and their mental health problems in the strictest confidence and share on a 'need to know' basis only with consent from the individual concerned.</p> <p>If an employee has been absent through mental health, we would follow the procedures set out in our Managing Absence Policy.</p>
STEP 5 Review	We will ensure we have regular contact with the employee which allows opportunity away from the workplace to discuss their well-being. Our commitment is to be proactive rather than reactive to the general health and well-being of all employees, so the program of support will be reviewed and adapted as a result of these conversations.

Educating the Workforce

We recognise in order to have a workplace culture which challenges the stigma often attached to mental health, we need to actively educate senior leaders and employees about mental health issues. This allows us to learn together and from each other, embedding a positive culture and partnership.

The following table demonstrates how we educate the workforce in mental well-being.

Culture	<p>Our recruitment process does not discriminate against people who have experienced mental health problems. We do not make assumptions that a person with a mental health problem will be more vulnerable to workplace stress or take more time off than any other employee or job applicant.</p> <p>As part of the induction process, we request that all employees complete the MIND online learning course https://smallworkplaces.mind.org.uk/</p>
Promote	<p>We promote awareness of mental health both visually in the workplace and through our actions. We support and provide opportunities for staff to come together socially away from the work environment including physical activities and social events.</p> <p>Our mental well-being champion and senior leaders are committed to challenge stigma and change the way employees think and act about mental health. They utilise the website below for training purposes. https://www.time-to-change.org.uk/</p> <p>All staff are encouraged to maintain a good work/life balance, working sensible hours, taking proper lunch breaks, and avoid working weekends. In cases where staff do work from home flexible hours are encouraged to fit with family life. Emails should not be sent or responded to past 8pm or before 7am.</p> <p>Mental well-being is addressed in every team meeting and we use the website below as short impactful activities to challenge the stigma of mental health. https://www.time-to-change.org.uk/get-involved/get-your-workplace-involved/resources/activities</p>
Develop	<p>We continually review our processes to identify and tackle workplace factors that may negatively affect mental wellbeing. When employees leave the company, we complete exit interviews so we able to reflect and learn about how best to support employees.</p>

Our Commitment to Improving Mental Health Awareness in the Workplace

We are committed to providing a workplace culture which fosters; mutual support, teamwork and encourages the confidential discussion of sensitive issues. We want all our employees to feel confidence in their line manager to support them through any mental health issues, whether short or long term. Our commitment to continually improve mental health awareness is set out below using the acronym **COMMIT**.

Conflict	We manage conflict effectively and ensure the workplace is free from bullying and harassment, discrimination and racism. We have established good two-way communication to ensure staff involvement, particularly during periods of organisational change.
Opportunities	We invest both time and finances into employee's continuous professional development. We spend time to understand our employees better so we are able to utilise and build upon their current skills.
Monitor	We monitor levels of sickness which relate to mental health problems, including stress related illness. We support employees through supervision and focus practitioner sessions, monitoring how they are performing and how we can support them better.
Measure	We use the following indicators to measure our effectiveness; accidents at work, staff complaints, staff sickness levels, staff turnover and exit interviews. Clear objectives and job descriptions allow us to measure performance and identify any issues.

Improve	Managers have a responsibility to monitor the workplace, identify hazards and risks and take steps to eliminate or reduce these as far as is reasonably practicable. They must assist and support employees who are known to have mental health problems or are experiencing stress outside work – for example due to bereavement or separation.
Together	Everyone has a responsibility to contribute to making the workplace mental wellbeing policy effective. Challenging the stigma that often comes with mental health is everyone's responsibility.

Stress and Anxiety

Stress is defined as the 'adverse reaction people have to excessive pressures or other types of demand placed on them' (acas, 2020). Most staff benefit from a certain amount of pressure in their work. It can keep them motivated and give a sense of ambition. However, when there is too much pressure placed on them, they can become overloaded. Stress can affect the health of staff, reduce their productivity and lead to performance issues.

Stress is not an illness, but the psychological impact can lead to conditions such as anxiety and depression. Stress, anxiety and depression can also increase the risk of conditions like heart disease, back pain, gastrointestinal illnesses or skin conditions.

Stress can also be the pre-cursor to mental health problems and is recognised as a health and safety issue within the workplace. As an employer we have a duty to identify and reduce workplace stressors.

Work place Stressors

The setting recognises that there are workplace stressors specific to the working environment. The HSE (Health and Safety Executive) has identified the six primary causes of work-related stress.

1	The demands of the job - staff can become overloaded if they cannot cope with the amount of work or type of work, they are asked to do
2	Amount of control over work - staff can feel disaffected and perform poorly if they have no say over how and when they do their work
3	Support from managers and colleagues - levels of sickness absence often rise if staff feel they cannot talk to managers about issues troubling them
4	Relationships at work - a failure to build relationships based on good behaviour and trust can lead to problems related to discipline, grievances and bullying
5	How a role fits within the organisation - staff will feel anxious about their work and the organisation if they don't know what is expected of them and/or understand how their work fits into the objectives of the organisation
6	Change and how it is managed - change needs to be managed effectively or it can lead to huge uncertainty and insecurity.

We have developed the following, 'Stress in the workplace' risk assessment which will be continually reviewed.

Stress in the workplace: Risk Assessment

What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Actioned
Demands	All employees, particularly around tight deadlines and busy times of year, such as end of the school year.	Focus practitioner and 6 weekly supervision to address any work-related stress. Clear job descriptions and SMART objectives through focus practitioner sessions.	Clear and realistic time frames Delegation of jobs across the team Utilising all team's strengths Supervision developed to ensure the effective measuring of SMART objectives Simplifying of observation, planning, and assessment process.	
	Demands on senior leaders during Coronavirus pandemic.	Management team supporting each other and open communication. Regular manager and chairperson catch up meetings Clear plan of jobs to be complete until the end of term.	Review staff hours over the next 5 weeks until end of term. Advice sought externally in regards to the business element of PCP.	
	Demands on those working through pandemic (non-management)	Small team supporting each other. Changed opening to shorter hours. Those working from home have option for flexible hours. Reduced opening hours to support work/life balance of staff.	Continue to review until the end of term.	

		Daily catch ups with line manager (who is working with team on and offsite)		
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Stress in the workplace: Risk Assessment

What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Actioned
Control	<p>All employees.</p> <p>When staff feel they have no control this can cause anxiety and will detrimentally affect their work.</p> <p>People need to feel they belong to a team if they don't, they can become unhappy in the workplace which impacts others.</p>	<p>Transparent focused improvement plan</p> <p>Open invite to committee meetings and opportunities to become a trustee</p> <p>A culture of professional challenge</p> <p>Flexibility around hours where possible i.e., doctors and dentist appointments where these can't be taken out of working hours.</p>		

	Covid-19 has left the whole control feeling out of control in terms of both personal and professional lives.	Communicating and checking in with staff regularly.	Any changes to the business from the Covid-19 pandemic will be transparent and communicated effectively with all staff members.	
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Stress in the workplace: Risk Assessment

What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Actioned
Support	<p>All employees.</p> <p>The provision can become stagnant if employees are not encouraged to professionally challenge current practice.</p>	<p>The setting is well resourced and all employees have the tools they require to fulfil their roles.</p> <p>Employees are supported in their interests through focus practitioner sessions.</p> <p>Continuous professional development of all employees is prioritised.</p> <p>Regular supervision allows opportunity to discuss career aspirations and plan for these.</p> <p>Management work within the team not externally and so can understand and recognise the support required.</p>	<p>Reflection point...</p> <p>Do we support the CPD and interests of our senior staff members?</p>	

	All employees will need differing levels of support through the Covid-19 pandemic.	Regular contact with all employees to offer support. Mental health awareness course been sent out to all employees.	Continually review. Seek external advice on any changes to the business structure as a result of Covid-19. Changes dealt with sensitively.	
Stress in the workplace: Risk Assessment				
What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Actioned
Relationships	All employees, families and children. Without solid relationships our whole ethos is at threat. Parents, children and colleagues thrive best when they can work together.	Our whole ethos is about supporting the whole family so is based on good solid relationships. The Covid-19 pandemic has caused us to reflect on how we can connect with families through an enforced closure. We have written a policy; Safeguarding children through enforced closure which details this.	Continue to review	
	Colleagues	Team building activities. Early years WhatsApp group to share ideas. Good communication links	Continue to find ways to connect 'virtually' through Covid-19 pandemic. Management training on supporting staff and HR issues.	
	Parents and children	Home visits	Training on how to have difficult conversations for whole team.	

		<p>Key person system</p> <p>Good lines of communication</p> <p>Transparency when working in partnership i.e., SEND.</p>	<p>Develop awareness within the team of how our actions, and words can impact parents who may already have low self-esteem.</p>	
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Stress in the workplace: Risk Assessment				
What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Actioned.
Role	<p>All employees, families and children.</p> <p>Clear roles and responsibilities need to be in place to ensure accountability.</p> <p>Employees may feel anxious or stressed if they don't feel they are fulfilling roles asked of them.</p> <p>Families need to understand who they need to go to with any concerns.</p>	<p>Regular supervision and focus practitioner sessions.</p> <p>Clear job descriptions and SMART objectives.</p> <p>Visual representation of team in foyer.</p> <p>Weekly Home-link newsletters.</p> <p>Senior members of the team available to parents through email, phone call and in normal circumstances face to face.</p>	<p>New structure to be designed to ensure PCP remains tradeable.</p>	
	<p>Covid-19 requires a flexibility in roles due to working on skeleton staff</p>	<p>Procedure in place to support families through the 'Safeguarding children through enforced closure policy'.</p>	<p>Continually review and refer to government guidance.</p>	

	to ensure we meet social distancing requirements.	<p>Employees regularly contacted and informed of any changes.</p> <p>Skeleton staff working together as a small team and skills utilised across the team to provide the very best provision and support for the business.</p>		
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Stress in the workplace: Risk Assessment

What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Actioned
Change	All employees, and families particularly regarding Coronavirus pandemic and the uncertainty in all areas of their lives.	<p>Good communication.</p> <p>Seeking external professional advice.</p> <p>Following government guidance.</p> <p>Senior managers keeping up to date and informed of new policy.</p>	<p>Continually review.</p> <p>Mental health champion to be in place for the whole team.</p>	

This risk assessment is just a sample and reflects the settings thinking at the time of writing, this is an evolving document and will reviewed termly so please see line manager for most current copy.

Signs of stress

We acknowledge that we are not experts, however recognise that some signs that an employee may be stressed could include:

- changes in the person's usual behaviour, mood or how they interact with colleagues
- changes in the standard of their work or focus on tasks
- appearing tired, anxious or withdrawn and reduced interest in tasks they previously enjoyed
- changes in appetite and/or increase in smoking and drinking alcohol
- an increase in sickness absences and/or turning up late to work.

If a manager feels an employee may be experiencing stress or if an employee reports they are under stress, a meeting will be called to discuss away from the setting. If stress is a work-related problem a discussion between the employee and manager will consider what support or changes could rectify the situation, this may be a temporary or permanent change and would be continually reviewed. If the cause of stress relates to their relationship with the manager, another senior leader would complete this process.

To support this process the employee may be invited to complete the HSE Management Standards Indicator Tool. This allows the setting an opportunity to assess the stressors in the workplace and identify key aspects that may be causing stress.

<https://www.hse.gov.uk/stress/assets/docs/indicatortool.pdf>

Non work-related Stress

Even if the cause of stress may not be work-related, changes to the employees working arrangements may help reduce some of the pressure they are experiencing. This would be considered throughout the discussions between employee and manager.

The Menopause and Perimenopause

The menopause is a natural stage of life for women, usually in their late forties/early fifties. It can also happen earlier or later. For many women symptoms last about four years, but in some cases can last longer - up to 12 years.

Part of the process includes what is termed the 'perimenopause' when a woman's body is starting to change in the build up to the menopause. The perimenopause usually starts in the mid-forties, but can start earlier or later and last several years.

Some symptoms of perimenopause and menopause can be the same. They include:

- difficulty sleeping and night sweats
- feeling tired and lacking energy
- mood swings
- feeling anxious and panic attacks
- hot flushes
- struggling to remember things, concentrate and focus
- taking longer to recover from illness
- irregular periods which can become heavier
- aches and pains including muscle and joint stiffness
- urinary problems
- headaches including migraines
- putting on weight
- noticeable heartbeats
- skin irritation
- dry eyes

If an employee does not get the help and support, they need, it is increasingly likely that the effects of the menopause can cause mental health conditions such as stress, anxiety and depression.

Supporting Employee's through the Menopause and Perimenopause

As an employer, Pinvin Community Pre-school is not responsible for all aspects of employees' state of health, but we are charged with a duty of care, ensuring the employee is medically fit to complete their job, and that the work conditions do not cause adverse health effects for individuals.

Our commitment to our employees is to;

- ✓ ensure menopausal symptoms are not made worse by the workplace and/or its work practices
- ✓ make changes to help a worker manage their symptoms when doing their job

Privacy

We respect our employee's privacy and will not approach the subject of menopause or perimenopause unless the employee discloses their concerns. If concerns are raised a meeting will be called to discuss away from the setting. Consideration will be given to what support or changes could support the employee, this may be a temporary or permanent change and would be continually reviewed. If the employee is uncomfortable talking to their line manager, another senior leader would complete this process. All information discussed will be kept private and it will be the employee's decision as to what is shared with colleagues, if anything at all.

Support Process

Step 1	Employee to speak with GP and/or a medical specialist. Menopause champion may act as point of contact for both employee and manager with employees' consent.
Step 2	Manager should ideally be involved in confidential discussions with the employee and menopause champion if possible. Consideration will be given to changes that may help the employee manage their symptoms when doing their job.
Step 3	Any changes will be put in writing and will be reviewed at regular follow up discussions.
Step 4	Continually review as symptoms may fluctuate and/or alter, therefore adaptations at work may need to change.

Disciplinary Process

Purpose and Scope

This procedure has been designed to help and encourage all employees to achieve and maintain standards of conduct, attendance and job performance. It sets out the action which will be taken when disciplinary rules are breached. The procedure provides a fair, effective and consistent method of dealing with disciplinary matters.

Principles

- a) Informal action will be considered, where appropriate, to resolve problems through coaching and support.
- b) Employee performance: in cases of poor employee performance the capability procedure will be set into action. Should performance not improve at a satisfactory level, disciplinary procedures would then be followed.
- c) If the issue is regarding employee conduct, this disciplinary procedure will be followed.
- d) The procedure is designed to establish the facts quickly and to deal consistently with disciplinary issues. No disciplinary action will be taken until the matter has been fully investigated.
- e) At every stage employee's will be informed in writing of what is alleged and have the opportunity to state their case at a disciplinary hearing and be represented or accompanied, if they wish, by a trade union representative or a work colleague.
- f) An employee has the right to appeal against any disciplinary penalty.
- g) No employee will be dismissed for a first breach of discipline except in the case of gross misconduct, when the penalty will be dismissal without notice or payment in lieu of notice.
- h) An employee will have the right to appeal against any disciplinary action.

Investigation

In a disciplinary procedure, the person investigating is trying to find out if there is an issue that needs to be addressed, not trying to prove guilt. They will refer to policies and procedures and follow the ACAS guidelines to ensure the process is full and fair.

The Disciplinary Procedure

<p>S</p> <p>T</p> <p>A</p> <p>G</p> <p>E</p> <p>1</p>	<p>First warning: If <u>employee performance</u> does not meet acceptable standards</p> <p>In line with our capability procedure the performance improvement plan (PIP) will be reviewed to ensure it sets out the performance problem, the improvement that is required, the timescale, any support or training that may be given and the right of appeal process. The individual will be advised that it constitutes the first stage of the formal procedure and what could happen if performance fails to improve. A record of the PIP will be kept for 6 months, but will then be considered spent – subject to achieving and sustaining satisfactory performance.</p> <p>In cases where the actual or potential consequences of substandard performance are very serious Pinvin Community Pre-school may choose to invoke its disciplinary procedure, bypassing the capability procedure</p> <p>First warning: If <u>employee conduct</u> does not meet acceptable standards</p> <p>A first warning will be issued for misconduct if conduct does not meet acceptable standards. This will be in writing and set out the nature of the misconduct and the change in behaviour required, the timescale, any support that may be given and the right of appeal process. The warning will also inform the employee that a final written warning may be considered if there is no sustained satisfactory improvement or change. A record of the warning will be kept, but it will be disregarded for disciplinary purposes after 12 months.</p> <p>Where the first offence is sufficiently serious, for example because it is having, or is likely to have, a serious harmful effect on the organisation, it may be justifiable to move directly to a final written warning.</p>
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<p>S</p> <p>T</p> <p>A</p> <p>G</p> <p>E</p> <p>2</p>	<p>Final written warning</p> <p>If the offence is serious, or there is no improvement in standards, or if a further offence of a similar kind occurs, a final written warning will be given which will include the reason for the warning and a note that if no improvement results within a specified time period action at Stage 3 will be taken.</p> <p>The written warning will refer to the right of appeal. A copy of this written warning will be kept by the line manager but will be disregarded for disciplinary purposes after 12 months subject to achieving and sustaining satisfactory conduct or performance.</p>
<p>S</p> <p>T</p> <p>A</p> <p>G</p> <p>E</p> <p>3</p>	<p>Dismissal or action short of dismissal</p> <p>If the employee fails to meet the requirements set out in the final written warning this could lead to demotion or dismissal. Dismissal decisions can only be taken by the registered person, and the employee will be provided in writing with reasons for dismissal, the date on which the employment will terminate, notice period and the right of appeal process.</p> <p>If some sanction short of dismissal is imposed, the employee will receive details of the complaint, will be warned that dismissal could result if there is no satisfactory improvement, and will be advised of the right of appeal process. A copy of the written warning will be kept by the line manager but will be disregarded for disciplinary purposes after 12 months subject to achievement and sustainment of satisfactory conduct or performance.</p>
<p>Please note throughout this 3-stage process, thorough investigation will be completed by the registered person and line manager.</p> <p>Advice on completing an investigation will be taken from the Advisory, Conciliation and Arbitration Service (ACAS found at https://www.acas.org.uk/)</p> <p>Disciplinary hearings will be scheduled at each stage of the process.</p>	

Gross Misconduct

If, after investigation, it is confirmed that an employee has committed an offence of the following nature (the list is not exhaustive), the normal consequence will be dismissal without notice or payment in lieu of notice:

- a) theft or fraud
- b) physical violence or bullying
- c) deliberate and serious damage to property
- d) serious misuse of an organisation's property or name
- e) deliberately accessing internet sites containing pornographic, offensive or obscene material
- f) serious insubordination
- g) unlawful discrimination or harassment
- h) bringing the organisation into serious disrepute
- i) serious incapability at work brought on by alcohol or illegal drugs
- j) causing loss, damage or injury through serious negligence
- k) a serious breach of health and safety rules
- l) serious failure to comply with policies, procedures and legal requirements that safeguard children
- m) ill-treatment of children
- n) serious breach of confidentiality
- o) defaming or bad mouthing the setting on social networking sites
- p) serious breaches of the General Data Protection Regulation (2016)
- q) bribery and corruption

While the alleged gross misconduct is being investigated, the employee may be suspended, during which time he or she will be paid their normal pay rate. Any decision to dismiss will be taken by the registered person, but only after full investigation.

The disciplinary hearing

Where the investigation shows the employee has a case to answer, they will be invited to a disciplinary hearing. This will be scheduled promptly after the investigation whilst giving the employee reasonable time to prepare.

Prior to the hearing, the registered person will put in writing to the employee:

- the alleged misconduct or performance issue
- any evidence from the investigation
- any other information they plan to talk about
- the date, time and location of the hearing
- information on the employee's right to be accompanied to the hearing
- notification of how employees can bring evidence to the hearing
- the possible outcomes

Right to be accompanied

Employees should inform the registered person in good time who they want as their companion so arrangements can be made in good time. The employee may choose a work colleague, or an official employed by a trade union.

Under discrimination law, the registered person will make reasonable adjustments for disabled employees. This might mean allowing someone else to attend, for example a support worker or someone with knowledge of the disability and its effects.

The registered person can, but does not have to, allow companions who do not fall within the above categories. For example, some employment contracts might allow for a professional support body, partner, spouse or legal representative. This decision will be made on an individual basis.

What happens in a disciplinary hearing?

The hearing is the chance for both the registered person and the employee to state their case. The registered person, employee and employee's companion should make every effort to attend.

The registered person will, explain the employee's alleged misconduct or performance issue, go through the evidence and ensure the meeting is minuted.

The employee will be given the opportunity to set out their case, answer any allegations, ask questions, show evidence and call any relevant witnesses (with notice) and respond to any information given by witnesses.

The employees' companion should set out the employee case, speak for the employee, converse with the employee throughout the hearing and take notes throughout.

After the hearing the registered person will take some time to consider the case carefully before making a decision. They will inform the employee what happens next and give a timeframe. A confidential written record will be made of the hearing

Absence from hearing

If the employee is absent or off sick for the disciplinary hearing, the disciplinary procedure will be paused until they return to work.

If the employee still says they cannot attend or if they go on extended sick leave, the registered person will explore if there are ways to ensure the hearing can take place i.e. a change of location.

If the employee still refuses to or cannot meet, the registered person will need to look at the case and come to a reasonable decision. They would consider:

- how their workplace dealt with similar cases in the past
- the seriousness of the disciplinary issue
- the employee's disciplinary record, general work record, work experience, position and length of service
- getting a medical opinion on whether the employee is fit to attend the meeting (with the employee's permission)

If the registered person reaches a decision, they will tell the employee in writing and inform them of their right of appeal.

Disciplinary outcomes

After following a fair disciplinary procedure, the registered person will decide on the best outcome based on:

- the findings from the investigation and meetings
- what is fair and reasonable
- what the workplace has done in any similar cases before

When it's decided there was no misconduct or performance issue, the registered person will end the disciplinary procedure. They will support the employee to get back to work as normal.

If the misconduct or performance issue was found to be small and not serious, the employer might just have an informal talk with the employee. These will be kept note of for future reference.

Employees Right of Appeal

Where an employee feels that disciplinary action taken against them is wrong or unjust, they should appeal against the decision. They should write a letter or email stating;

- why they think the outcome was wrong or unfair
- what they would like to happen next

Appeals should be received by the registered person within 5 working days of the employee receiving their outcome.

Appeal Hearing

On receiving the appeal, the registered person will confirm receipt within 5 working days and invite the employee to an appeal hearing. The invitation will state the date, time and place of the hearing and your right to be accompanied.

Where possible the person who hears the appeal and carries out any further investigation should not have previously been involved in the case. As a small business this may not be possible and an external person may be brought in to carry out the appeal. During the hearing;

The chairperson will introduce everyone, explain the purpose of the meeting, how it will be conducted and what powers the person hearing the appeal has.

The employee or companion will explain why they think the outcome is wrong or unfair, and present any new evidence.

After considering evidence the chairperson will summarise the points discussed and consider if;

- the original outcome was fair
- they need to change the original outcome, if it's clear it was not right
- a new investigation is needed to find out more before making a final decision

After hearing your appeal, the chairperson may decide they need to carry out another investigation. This may involve scrutinising evidence used in the case or seeking new evidence. The person carrying out the appeal investigation will then make a written, confidential report which will be shared with the employee and then referred to at a further appeal hearing.

Employees will be informed of the appeal decision in writing. It will clearly state the reasons for the decision and whether this is the final decision.

Grievance Procedure

If an employee has a grievance at work, they would be encouraged to informally discuss this with their line manager to try and seek an agreed solution.

The grievance procedure is a formal way for an employee to raise a problem or complaint to their employer. The employee can raise a grievance if:

- they feel raising it informally has not worked
- they do not want it dealt with informally
- it's a very serious issue, for example sexual harassment or whistleblowing

Where an employee raises a grievance during a disciplinary process the disciplinary process may be temporarily suspended in order to deal with the grievance. Where the grievance and disciplinary cases are related it may be appropriate to deal with both issues concurrently.

Cases where more than one employee has related grievances

If there are 2 or more related grievances, we will;

- still follow the formal procedure, for all the grievances
- keep information confidential
- consider what each employee wants
- explain to the employees how it is dealing with the grievances

There is some flexibility in how to run the grievance procedure in these situations. We may decide to have a single meeting to cover all grievances if all employees agree.

Each employee still has the right to their own grievance meeting in which employees who are part of the grievance are not present.

The Grievance Procedure	
Formal Grievance	<p>If the matter is serious and/or the employee wishes to raise the matter formally they should set out the grievance in writing to their manager. They should stick to the facts and avoid language that is insulting or abusive.</p> <p>Where the grievance is against the manager and they feel unable to approach him or her they should talk to the registered person.</p>
Grievance Hearing	<p>The employee will be invited to a hearing to discuss the grievance, normally within five days of the manager receiving the written grievance. The employee has the right to be accompanied by a colleague or trade union representative at this meeting, however would have to request this in writing.</p> <p>After the meeting the manager will give their decision in writing, stating what actions if any, the employer intends to take to resolve the grievance. The employee will be informed that they can appeal if they are not content with the action taken.</p> <p>If it is necessary to gather further information before making a decision your manger will inform you of this and the likely timescale involved.</p>
Appeal Process	<p>If the employee is unhappy with the decision and they wish to appeal they should inform their line manager within 5 working day in writing. The employee should state their grounds for appeal.</p> <p>The employee will be invited to an appeal hearing, normally within five days, and the appeal will be heard by the registered person.</p> <p>The employee retains the right to be accompanied by a colleague or trade union representative at this meeting.</p> <p>After the meeting the registered person will give the employee their decision in writing. Their decision is final.</p>

Whistle blowing

Whistleblowing is when someone reports a certain type of wrongdoing, which affects others, for example the general public. Whistleblowing is often associated with employees work but may also be regarding concerns outside of the work place.

As a whistle-blower you're protected by law - you should not be treated unfairly or lose your job because you 'blow the whistle'.

You can raise your concern at any time about an incident that happened in the past, is happening now, or you believe will happen in the near future.

Offences

As an employee you are protected by law if you 'blow the whistle' on the following complaints regarding your place of employment;

- a criminal offence, for example fraud
- someone's health and safety are in danger
- risk or actual damage to the environment
- a miscarriage of justice
- the company is breaking the law, for example does not have the right insurance
- you believe someone is covering up a wrongdoing
- poor practice or leadership
- failure to meet statutory requirements

As a childcare provider we have a legal duty to safeguard children and young people, therefore any breach to the 'Safeguarding and Child Protection' policy **MUST** be reported under this whistleblowing policy.

Personal grievances (for example bullying, harassment, discrimination) are not covered by whistleblowing law, unless your particular case is in the public interest. These would be reported through the Grievance Procedure.

Our Aim

It is our intention that all employees and volunteers feel confident about coming forward and reporting any issues/concerns that they may have, whilst remaining protected from any subsequent discrimination.

Prior	All employees, trustees and regular volunteers have copies of the settings policies and procedures, and understand their responsibilities to report concerns in a timely manner. All employees have regular supervision meetings but are also aware they must not await their supervision meeting to report serious concerns.
Step1	<p>Employee to report their concern to their line manager or if the complaint is concerning their line manager, the registered person.</p> <p>There is no expectation that the employee proves beyond doubt the truth of their suspicion; however, they will need to demonstrate that they are acting in good faith and there are reasonable grounds for their concern.</p> <p>The discussion between the employee and receiving adult will be documented detailing specifics, for example, dates. This will be signed by both parties.</p> <p>All employees will be treated fairly and will be reassured that they will be protected from possible reprisals or victimisation if they have made the disclosure in good faith.</p>
Step 2	<p>If the complaint is related to the safeguarding of children and young people we will not investigate and will refer to our Safeguarding and Child Protection policy.</p> <p>This process will then be managed by Worcestershire's Local Authority Designated Officers (LADO) as part of the Safeguarding and Quality Assurance Service.</p> <p>If the complaint is not regarding safeguarding the investigation process will be managed by the registered person.</p>

Step 3	<p>Within 5 working days of a complaint being received the member of staff will receive in writing;</p> <ul style="list-style-type: none"> • acknowledgment that the concern has been received. • an indication as to how the setting will proceed to deal with the matter. • information on staff support mechanisms. • confirmation as to whether any further investigation will take place and if not, why not.
Step 4	<p>During the investigation where possible, every effort will be made to keep both the concern and the employees' identity confidential.</p> <p>The employee will be kept informed, of the progress of any investigation to assure that any disclosure has been properly addressed unless legal reasons determine otherwise.</p>
Step 5	<p>The outcome of the investigation will be advised to the employee by writing within 5 working days of the investigation closure.</p> <p>If it is decided that no further action is required the employee will be advised how to escalate if they still have concerns.</p> <p>If an employee or volunteer feels the matter cannot be discussed with the manager or registered person. Or they feel their complaint has not been taken seriously they should contact either;</p> <p>Ofsted: Whistle-blower hotline 0300 123 3155</p> <p>NSPCC: Whistleblowing hotline 0800 0280285</p>

The Public Interest Disclosure Act 1998 seeks to protect employees from discrimination as a result of 'blowing the whistle' on their organisation, or individuals within it, through amendments to employment law.

However, if a member of staff makes an allegation frivolously maliciously or for personal gain, appropriate action, that could include disciplinary action, may be taken.

Themes arising from the Plymouth Serious Case Review March 2010

Recommendations for those working in Early Years settings:

- Operate safer recruitment procedures, including value based interviewing
- Have effective policies and procedures in place which are communicated to staff, including child protection and intimate care.
- Reflect on nappy changing provision, is this risk assessed? Consider the implications of lone working.
- Encourage open discussions amongst the staff group about good and poor practice and facilitate constructive challenge of each other
- Ensure that safeguarding is openly discussed and staff are aware of the possibility that abuse may happen within their workplace. All staff confident in implementing safeguarding procedures.
- Provide regular supervision and appraisals for all staff working in the setting.
- Have effective whistle blowing procedures and clearly identified lines of accountability.
- Have safeguards in place where boundaries may be blurred through friendship networks amongst staff and parents. Is there a code of conduct in place? Is there a policy for the use of mobile phones? Recommendations for social networking sites?
- Encourage communication and contact with parents and ensure they are kept well informed about their child's day to day experiences. Clearly identified key person and what their role is. Consistent staff in the same rooms.

Plymouth LSCB Serious Case Review March 2010

Little Ted's had been a nursery since 1994; it was an unincorporated not-for-profit association, run by a committee of trustees and managed by the nursery manager from July 2002. Vanessa George joined the group in September 06. Enquiries led to her arrest on the evening of 8th July 2009, after photographs of a sexual nature which showed a nursery tee shirt and appeared to have been taken in the toilet area of the nursery, were discovered on the computer of a 39 year old Colin Blanchard in the north of England. The nursery was closed the next day pending police enquiries and has not re-opened. George, Blanchard and a further female, Angela Allen were convicted on 15th December 2009, George will serve a minimum jail term of 7 years.

Findings in the report:

- The nursery was based on a primary school site and had moved from the basement to the reception area of the school. The previous site had

been open plan and the children had been visible from all angles, but the children were less visible in the new site.

- Nappy changing took place in the toilet area which could be seen from the main room – the toilet door was usually propped open. There were 4 cubicles in a row, one with a full sized door, and 3 others with a half-sized door. Most staff changed nappies on the main nappy changing area easily visible to other staff; George however started to use the cubicle with the full door, saying she could not bend down due to her size. Although the door was open her body blocked the line of vision from the nursery to the child.
- Within the nursery, George is generally described as a popular member of staff. The nursery manager did tell the review that George had 'changed' from approximately December 2008. She is described as from that point always seeming to be on the internet and chasing men. The nursery manager heard that George had offered a man sex for doing her MOT, and that she had sex with a man on the moors for money. The manager confronted George about this, but there is no evidence that her behaviour changed as a result.
- Committee was unincorporated and trustees unaware of their responsibilities, no trustee meetings had taken place and of the 4 trustee's one was deceased.
- There was no formal interview prior to George's appointment. There were no records of an advertisement, interview or references for the post, but there are copies of a CRB check, health screening, a contract letter, a statement of particulars and pay roll forms. The nursery manager had been a Governor at the school for 24 years and knew George and her 2 children through the school.

Themes arising from this review:

- George had been described by staff as both "horrible" and more often "the life and soul of the party". The predominant view is of a popular member of staff both with parents and other members of the staff team. The review comments that:
"Although she was not senior in her position, other factors such as her age, personality and length of service could have created an illusion of position of power and encouraged a sense of trust...It is also the case that George is of the ability to behave in a highly manipulative manner and hence gain high levels of trust in others"
- Her position of power within the staff group was such that although staff became increasingly concerned about her crude language, discussion of extra-marital relationships and showing indecent images of adults on her phone, they were unable to challenge her. Another reason for the lack of challenge is that colleagues experienced feelings of guilt and discomfort at having been exposed to this increasingly inappropriate material. By even being shown sexualised pictures it is possible that the staff believed they had "allowed" it to happen and consequently did not know how to raise this with others. By drawing others partially into her activities, George made challenge less likely and may have interpreted the behaviour as implicit.

- A management committee with officers (chair, treasurer and secretary) is usually elected to run the organisation on behalf of its members. The lack of clarity surrounding the responsibilities of trustees and the status of the nursery has left trustees in a vulnerable position.
- Little Ted's did not have a whistle blowing policy and interviews with staff also identified a lack of knowledge about where to go with concerns. There was no supervision or oversight of the manager's practice, and neither parents nor staff knew how to raise issues that might have been relevant to the safety of children within the setting.
- The policies and procedures in relation to child protection were inadequate, having been lifted without adaptation from the Pre-School Learning Alliance documentation. The policy was signed by the manager but had not been properly adopted at a staff meeting. There was no guidance in relation to nappy changing/intimate care and although this may not have prevented the abuse, transparency and discussion about the issue within the staff group will have given a clear message that child protection was a high priority.
- Lack of staff training, combined with an inadequate policy and procedure framework meant the manager was not confident that appropriate action would be taken in relation to child protection. Also, parents were not issued with a prospectus setting out the nursery's responsibilities in relation to child protection.
- Issues of staff ratios emerged as a concern. The setting was recorded as out of ratio on 83 occasions and George was on duty 35 of these. This would have considerably increased the opportunity for her to be on her own with the children.
- It is evident that staff supervision did not take place at Little Ted's. There is no requirement within the EYFS that staff should receive regular one to one supervision. Research into lessons from serious case reviews has concluded that supervision is important in assisting practitioners in coping with the emotional demands of the job, as well as enabling them to reflect on the meaning of their gut feelings. Staff at Little Ted's were becoming increasingly uncomfortable and worried about George's behaviour yet had nowhere to go with these feelings.
- There had been no opportunity for any member of staff through supervision or appraisal to reflect on the knowledge they needed to do their job and identify where there might be gaps that needed addressing through staff development opportunities.
- Little Ted's was a setting firmly based within the community it served and there appear to have been strong personal ties between some staff and parents. This is a strength but the dangers also need to be acknowledged and appropriate safeguards put in place. The dangers are that boundaries become blurred and parents are unable to either see or challenge practices that may indicate inappropriate care.

Recommendations for those working in Early Years settings:

- Operate safer recruitment procedures, including value based interviewing

- Have effective policies and procedures in place which are communicated to staff, including child protection and intimate care.
- Reflect on nappy changing provision, is this risk assessed? Consider the implications of lone working.
- Encourage open discussions amongst the staff group about good and poor practice and facilitate constructive challenge of each other
- Ensure that safeguarding is openly discussed and staff are aware of the possibility that abuse may happen within their workplace. All staff confident in implementing safeguarding procedures.
- Provide regular supervision and appraisals for all staff working in the setting.
- Have effective whistle blowing procedures and clearly identified lines of accountability.
- Have safeguards in place where boundaries may be blurred through friendship networks amongst staff and parents. Is there a code of conduct in place? Is there a policy for the use of mobile phones? Recommendations for social networking sites?
- Encourage communication and contact with parents and ensure they are kept well informed about their child's day to day experiences. Clearly identified key person and what their role is. Consistent staff in the same rooms.



Practice case review 6: Vanessa George

A serious case review into the child abuse at Little Ted's nursery by Vanessa George, which led to her conviction, and those of four other people, was published. Vanessa George, a mother of two, was charged with seven offences, including two of sexual assault by penetration and two of sexual assault by touching. She was also charged with making, possessing and distributing indecent images of children. Mrs George, 39, was arrested after indecent images of children taken at Little Ted's Day Nursery in Plymouth, were found on a computer disc seized by police from a suspected paedophile in Manchester. Police said the photographs included pictures of children's torsos taken on a camera phone at the nursery, where Mrs George worked for two years.

September 2006: George begins working at Little Ted's nursery in Plymouth.

Autumn 2008: IT worker Colin Blanchard, who had spent five years on the sex offenders register after receiving a police caution for possession of indecent images of children, establishes contact with George and Angela Allen.

5 June: Blanchard's IT business partner accidentally finds indecent images of very young children on his laptop.

6 June: Blanchard is arrested at Manchester Airport. His computers are seized and his house searched.

8 June: Devon and Cornwall Police arrive at George's house at midnight, seize her computer and mobile, and take her into custody after she is identified from Blanchard's computers and interviews.

9 June: Little Ted's nursery where George worked is shut. Blanchard appears at Trafford Magistrates' Court charged with possessing indecent images.

11 June: George appears before Plymouth Magistrates' Court, facing several charges of sexual assault and making, possessing and distributing indecent images of children. Parents jeer and spit at her from the packed public gallery.

16 June: Allen, from Nottingham, is identified by Greater Manchester Police and arrested by Nottinghamshire Police.

20 June: Allen appears at Nottingham Magistrates' Court charged with several counts of sexual assault and indecent images offences.

30 June: Images on Blanchard's computer show him sexually abusing children. He is charged with more offences.

1 October: George, Allen and Blanchard meet face to face for the first time when they appear at Bristol Crown Court and plead guilty to a string of charges of sexual assault and making and possessing indecent images. They met on social networking site Facebook and exchanged images via e-mail and phones.

10 October: Tracy Lyons, a mother of nine, appears before Portsmouth Magistrates' Court charged with six charges of sexually assaulting a two-year-old boy, engaging a child in a sex act and distributing indecent images of children.

Practice Reviews

All Wales Basic Safeguarding
Awareness Training Version 2



17 November: Tracy Dawber, a care worker of Southport, Merseyside, is arrested when police investigating Blanchard find photographs he had taken of her abusing a child. Dawber was the only one of the four women who met Blanchard, and engaged in a sexual affair with him.

15 December: George and Allen receive indeterminate prison sentences. George will serve a minimum of seven years in jail while Allen must serve five years.

5 March 2010: Lyons admits six charges of sexually assaulting a two-year-old boy, engaging a child in a sex act and distributing indecent images of children.

5 July: Dawber goes on trial at Bristol Crown Court accused of one count of sexually assaulting a child and five counts of permitting indecent photographs of a child to be taken.

18 October: Dawber convicted.

4 November 2010: Serious Case Review into what happened at Little Ted's Nursery is published, concluding that it "provided an ideal environment" for George to abuse. The review concluded that a combination of weak management, poor training and a lack of external scrutiny "provided an ideal environment within which George could abuse". And while it said no-one could have predicted George would be a risk to children, her colleagues failed to raise the alarm when her behaviour and conversations became increasingly sexualised. George, who was a senior member of staff, even showed colleagues adult porn images on her mobile phone. It also emerged she was never formally interviewed for the job.

"Her age, personality and length of service could have created an illusion of power and encouraged a sense of trust," it added.

Source www.bbc.co.uk/news/uk-england-11693243

Induction for new employee

Employee name:	Start date:
Prior to starting	Date
Policies and Procedures sent electronically	
Contract and staff handbook sent	
First day	Date
Introduction to team and line manager	
Issue uniform	
Deal with key matters i.e., information to go on payroll	
Completion of personal detail forms to include emergency contact, allergies or illnesses we need to know about i.e., are they diabetic	
Outline safeguarding commitment ensuring employee read Safeguarding and Child Protection policy	
Outline health and safety including emergency evacuation procedures	
First week	Date
Introduction to the business, understanding the committee responsibilities	
Brief history of business and plans for the future	
Explain employee's role and how these fit into the business and the future, includes hours of work	
Discuss work practices i.e., absence reporting	
Outline expected performance and how this is assessed	
Training plan and CPD opportunities	
Review staff handbook and terms of conditions of employment including signing of key documents i.e., staff behaviour and conduct, supervision and CPD agreement	
Issue employee access to People HR. Update documents onto their profile.	
Detailed look at Health and Safety policy including signing of risk assessments	
Key dates i.e., staff meetings.	

Month 1	Date
Employee to have completed safeguarding and child protection training.	
Detailed look at Safeguarding and Child Protection policy	
Employee to be enrolled on statutory required courses i.e., food hygiene, PREVENT, equality and inclusion in the early years and infection prevention and control. These are currently all available on Educare.	
Employee to be enrolled on Educare with free access to CPD opportunities, expectation of 1 course per month	
First supervision meeting to discuss how the employee is adjusting to role and identify any training needs. Discuss training plan and set SMART objectives	
First focus practitioner session to introduce practitioner portfolio	
At six months	Date
Decision after probation period	
If staying review SMART objectives and fine tune job role, identifying any further training needs	
Enrolled on paediatric first aid	
On-going	Date
6 weekly supervision	
6 weekly focus practitioner sessions	
Policy of the month: group review and discussion on policy and procedures. Policy chosen by line manager	
Refreshers on statutory documentation i.e., Working together to safeguard children, and early years specific documents	
Completion of practitioner portfolio	
Attendance of a committee meeting	
Attendance of a Safeguarding Sub-Committee meeting	
Other: individual to employee	Date

Induction for long-term student/volunteer

Name:	Start date:
Prior to starting	Date
Policies and Procedures sent electronically	
First day	Date
Introduction to team and line manager	
Issue uniform if required	
Completion of personal detail forms to include emergency contact, allergies or illnesses we need to know about i.e. are they diabetic	
Outline safeguarding commitment ensuring employee read Safeguarding and Child Protection policy	
Outline health and safety including emergency evacuation procedures	
First week	Date
Introduction to the business, understanding the committee responsibilities	
Brief history of business and plans for the future	
Outline expected performance and how this is assessed	
Discuss objectives for placement and put training plan into place	
Signing of key documents i.e. staff behaviour and conduct, supervision and CPD agreement	
Detailed look at Health and Safety policy including signing of risk assessments	
Month 1	Date
Completion of safeguarding and child protection training (in-house or educate)	
Detailed look at Safeguarding and Child Protection policy	
First supervision meeting to discuss how the student/volunteer is adjusting to role and review objectives	
Other: individual to employee	Date

**Pre-school Learning Alliance
Model Pre-school Constitution 2011**



1.0 Name

- 1.1 The name of the pre-school is PINVIN Community Preschool and is referred to in this Constitution as "the Pre-school". The Pre-school is a body in membership of the Pre-school Learning Alliance.

2.0 Aims

- 2.1 The aims of the Pre-school are to enhance the development and education of children primarily under statutory school age by encouraging parents to understand and provide for the needs of their children through community groups and by:

- (a) offering appropriate play, education and care facilities, family learning and extended hours groups, together with the right of parents to take responsibility for and to become involved in the activities of such groups, ensuring that such groups offer opportunities for all children whatever their race, culture, religion, means or ability;
- (b) encouraging the study of the needs of such children and their families and promoting public interest in and recognition of such needs in the local areas;
- (c) instigating and adhering to and furthering the aims and objects of the Pre-school Learning Alliance.

3.0 Powers

- 3.1 To further its aims the Pre-school has the following powers:

- (a) to provide accommodation and equipment;
- (b) to raise money to pay for the Pre-school's activities;
- (c) to make such payments as shall be necessary;
- (d) to fix and collect the fees payable in respect of children attending groups run by the Pre-school;
- (e) subject to adherence with all applicable legislation, to control the admission of children to the groups run by the pre-school and if appropriate, require parents or guardians to withdraw them;
- (f) as a member of the Pre-school Learning Alliance to send an accredited representative to vote at local Branch and/or County meetings and to the national Annual General Meeting of the Pre-school Learning Alliance;
- (g) to borrow money and to charge the whole or any part of the property of the Pre-school as security for any money borrowed subject to complying with the provisions of sections 38 and 39 of the Charities Act 1993 if it is proposed to mortgage land;
- (h) to hire or acquire assets of any kind;

- (i) to buy, lease or rent any land or buildings and to maintain and equip it for the use of the Pre-school;
- (j) to sell, lease or otherwise dispose of all or any part of the Pre-school's property subject to complying with the provisions of sections 36 and 37 of the Charities Act 1993;
- (k) to set aside funds for special purposes or as reserves against future expenditure;
- (l) to maintain and pay for membership of the Pre-school Learning Alliance;
- (m) to insure the property and assets of the Pre-school against any foreseeable risk and to take out other insurance policies to protect the Pre-school as required;
- (n) to provide indemnity insurance to cover the liability of the Committee members which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default, breach of trust or breach of duty of which they may be guilty in relation to the Pre-school provided that any such insurance shall not extend to any claim arising from any act or omission which the Committee members knew to be a breach of trust or breach of duty or which was committed by the Committee members in reckless disregard to whether it was a breach of trust or breach of duty or not provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Committee members in their capacity as Committee members of the Pre-school;
- (o) to employ such paid and unpaid staff, agents and advisors as maybe required from time to time;
- (p) to do any other lawful things which are necessary or desirable to enable the Pre-school to achieve its aims.

4.0 Membership

4.1 Membership of the Pre-school is divided into two kinds:

- (a) **Family Membership**
Parents or guardians of all children who attend any group run by the Pre-school wishing to support the aims of the Pre-school. Each family holding Family Membership will count as one Member of the Pre-school and will be entitled to one vote at any General Meetings of Members of the Pre-school.
- (b) **Affiliate Membership**
Affiliate Membership is open to those individuals, organisations or other bodies interested in supporting the aims of the Pre-school. Affiliate Members may join at any time with the agreement of the Committee, but they will not be entitled to become an Affiliate Member until the Pre-school shall have received the subscription (if any) set by the Committee. An Affiliate Member will be entitled to one vote at any General Meetings of the Members of the Pre-school.

4.2 Membership of the Pre-school will cease if the Member concerned:

- (a) gives written notice of resignation to the Pre-school;
- (b) dies or in the case of an organisation ceases to exist;
- (c) fails to pay their membership subscription (if any), or in the case of Family Members fails to pay their Pre-school fees, within two months from the date on which it is due, in which case the Member will cease to be a Member with effect from the date on which the period of two months expires;

- (d) in the case of a Family Member the end of the last term in which any child or children of the Family Member attended any group run by the Pre-school;
- (e) is removed from membership by a resolution passed by a majority of the members of the Committee on the grounds that they have acted in a way which brings the Pre-school into disrepute or has failed to abide by the rules of the Constitution. Before the Committee decides whether to remove the Member, the Committee will give the member written notice of the misconduct or failure alleged to have occurred. The Member will have not less than 14 days in which to submit a written response to the notice. The Committee will have regard to this written response before making the final decision on whether or not to terminate their membership.
- (f) is an Affiliate Member whose membership is not renewed within 12 months of the date the subscription (if any) pertaining to their membership was set and received by the Committee.

4.3 Membership of the Pre-school is not transferable.

4.4 Individual membership status may change if the Member's circumstances change during the year from a Family Member to an Affiliate Member.

5.0 The Committee

5.1 The overall management and control of the Pre-school will rest with the individual members of the Pre-school's management committee ("the Committee"). As well as being responsible for the management of the Pre-school the Committee members are also the charity trustees of the Pre-school.

5.2 The minimum number of Committee members shall be 5 and the maximum shall be 12, together with up to a further 3 co-opted members. The Committee shall consist of:

- (a) a Chair, a Treasurer and a Secretary ("the Officers"); and
- (b) not less than 2 nor more than 9 other elected Members; and
- (c) if the Committee decides it can co-opt up to 3 further Members on to the Committee at any time after the AGM.

5.3 Not less than 60 per cent of the Committee members, including co-opted members, shall at the time of election or co-option be Family Members. In the event that this 60 per cent figure cannot be achieved, the Pre-school may elect Affiliate Members to make up the balance of the Committee subject to the Affiliate Members being approved by the Pre-school Learning Alliance.

5.4 Where an individual is elected as a Committee member it is that individual who is the Committee member and charity trustee and no other individual with whom they share Family Membership or Affiliate Membership shall be entitled to stand in their place at Committee meetings or have any other rights as a Committee member.

5.5 (a) The Committee members in 5.2(a) and 5.2(b) shall be elected for one year at the Annual General Meeting. Retiring Committee members are eligible for re-election unless they have already served on the Committee in any capacity for ten consecutive years.

- (b) Co-opted members in 5.2(c) may join at any time on the invitation of the Committee but shall retire at the next Annual General Meeting. No co-opted member shall serve for more than six consecutive years.

- (c) In the event of the death or resignation of an elected Committee member, the vacancy shall be filled until the next Annual General Meeting by a Family Member or an Affiliate Member appointed by the Committee.
- 5.6 All Committee members will have one vote each at Committee meetings. In the event of a tie the Chair of the Committee has a second or casting vote.
- 5.7 A quorum for Committee meetings is not less than half the Committee, including any two of the Officers.
- 5.8 All Members shall be eligible to stand for election to the Committee, except ordinarily a Member who is a paid employee of the Pre-school. A Member who is a paid employee of the Pre-school may however be eligible for election to the Committee subject to the following conditions being satisfied:
- a) No Committee member may be paid for services provided to the Pre-school that form part of their duties as a Committee member and trustee of the Pre-school;
 - b) Any services which are provided by a Member who is a paid employee to the Pre-school must be the subject of a written agreement between the individual and the Pre-school on such terms as are considered by the Committee to be in the interests of the Pre-school and have been approved by a resolution of the Committee;
 - c) The amount of the remuneration for such services are what is reasonable in the circumstances and do not exceed the amount that is customarily paid by the Pre-school to other persons who are not Committee members for such services; and
 - d) Not more than a minority of Committee members may at any time be the subject of such arrangements with the Pre-school and no such Committee members shall vote on or sit in any Committee meeting at which any matters concerning any such agreement relating to the provision of their services to the Pre-school is considered by the Committee.
- 5.9 Not less than two weeks before the date of the next Annual General Meeting of the Pre-school at which the election of elected Committee members will take place each Member shall be sent a form which any Member wishing to stand as a candidate for election to the Committee must complete and return to the Secretary to indicate their willingness to act as a member of the Committee if elected.
- 5.10 At the Annual General Meeting the prospective new elected members of the Committee will be those candidates receiving the highest number of votes from the Members, up to a maximum of 12 elected Committee members in total. Candidates will need to notify their willingness to stand on the Committee to the Secretary.
- 5.11 At the first Committee meeting following the Annual General Meeting at which the newly elected members of the Committee are elected they shall choose from amongst their number the members who will act as Chair, Treasurer and Secretary.
- 5.12 The term of office of any Committee member will automatically cease:
- (a) if he or she is not re-elected or re-appointed in accordance with the provisions of this clause 5;
 - (b) if they are disqualified under the Charities Acts from acting as a charity trustee;
 - (c) if they are incapable whether mentally or physically of managing his or her own affairs;
 - (d) if they resign (but only if at least 5 other elected members of the Committee will remain in office);

- (e) if they are removed from the Committee by a resolution passed by a majority of the members of the Committee on the grounds that they have acted in a way which brings or is likely to bring the Pre-school into disrepute or he/she has failed to abide by the rules of the Constitution. Before the Committee decides whether to remove the Committee member, the Committee will give him/her written notice of the misconduct or failure alleged to have occurred. The Committee member will have not less than 14 days in which to submit a written response to the notice. The Committee will have regard to this written response before making the final decision on whether or not to remove him/her from the Committee.

6.0 Proceedings of the Committee

- 6.1 The Committee shall hold at least 2 meetings each year unless the Committee shall decide by simple majority to hold a further meeting or meetings.
- 6.2 Every issue considered at Committee meetings may be determined by a simple majority of the votes cast at the meeting. A written resolution signed by all members of the Committee is as valid as a resolution passed in a meeting.
- 6.3 A Committee member must absent himself or herself from any discussions of the Committee in which it is possible that a conflict of interest may arise between his or her duty to act solely in the interest of the Pre-school and any personal interest (including but not limited to any personal financial interest) which the Committee member may have in the matter under consideration and take no part in any vote on the matter.

7.0 General Meetings

- 7.1 The Pre-school shall in each calendar year hold a general meeting as its Annual General Meeting, in addition to any other general meetings in that year and shall specify the meeting as such in the notice calling it. The Annual General Meeting in each year shall be held at such time and place as the Committee shall decide. All General Meetings other than the Annual General Meeting shall be Extraordinary General Meetings.
- 7.2 Each Annual General Meeting will be chaired by the Chair or in his/her absence another member of the Committee and which shall:
 - (a) receive the accounts of the Pre-school for the previous financial year;
 - (b) receive an annual report from the Committee;
 - (c) elect the new members of the Committee;
 - (d) transact any other business properly put to the meeting.
- 7.3 An Extraordinary General Meeting may be called at any time at the request of the Committee or not less than one quarter of the Members:
 - (a) The Secretary or Chair shall send notice of the date, time and place of each Annual General Meeting and any Extraordinary General Meeting, with a list of items to be discussed, to all Members at least two weeks before the date of the meeting.
 - (b) If the Committee do not call an Extraordinary General Meeting within two months of a proper request to do so, any Member may call the meeting by putting up a notice in a conspicuous place where the group meets at least two weeks before the meeting.

- 7.4 The quorum for a General Meeting shall be 10% of the Members or 5 Members, whichever is the greater. If fewer attend, a new meeting must be called at a time and place determined by the Committee. If at the adjourned meeting a quorum is again not present 1 hour after the time appointed for the meeting then the Members present shall constitute a quorum.
- 7.5 Proposals may be put to a General Meeting of the Pre-school by the Committee or any Member.
- 7.6 All proposals put to the vote at General Meetings shall be decided by a simple majority of votes cast, except proposals to amend this Constitution or to dissolve the Pre-school which shall require not less than two thirds of the Members present at the meeting to vote in favour.
- 7.7 No amendments may be made to this Constitution without the prior approval of the Pre-school Learning Alliance and where any amendment is to the aims of the Pre-school set out in paragraph 2.1 or to dissolution under paragraph 11; or which would authorise any financial benefit to be received by trustees or to this paragraph 7.7 this shall not take effect without the prior written consent of the Charity Commission. (In this paragraph a 'financial benefit' means a benefit, direct or indirect, which is either money or has a monetary value.)
- 7.8 A copy of any resolution amending this Constitution must be sent to the Charity Commission within 21 days of it being passed.
- 8.0 Property**
- 8.1 If the Pre-school acquires an interest in any property, either as a freehold, lease or licence of any land or buildings, then this property interest will be held by individuals appointed by the Committee to act as holding trustees of the property on behalf of the Pre-school. These holding trustees may be members of the Committee, Members of the Pre-school, Member of staff or any other persons which the Committee may appoint. A holding trustee need not be a Member of the Pre-school. The holding trustees are not charity trustees and appointment as a holding trustee will not of itself make a holding trustee either a Committee Member or Member of the Pre-school. Where holding trustees are required to hold property on behalf of the Pre-school then there shall not be less than 2 or more than 4 of them appointed by the Committee at any time.
- 8.2 Holding trustees will hold office until:
- (a) death; or
 - (b) retirement with the consent of the remaining holding trustees; or
 - (c) removal by a resolution of the Committee; or
 - (d) removal by operation of the law
- but no retirement or removal shall be effective unless there will be at least two remaining holding trustees.
- 8.3 In the absence of fraud or wilful default the holding trustees are entitled to be indemnified out of the Pre-school's assets against any risks or expenses incurred by them in the exercise of their duty as holding trustees for the Pre-school.
- 8.4 The Committee may convene a meeting with the holding trustees at any time and shall do so within one month of receiving a request for such a meeting from a majority of the holding trustees acting for the Pre-school, provided that the subject matter of any meeting will be limited to discussing matters relating to the property held by the holding trustees for the Pre-school and its management.

9.0 Finance and Accounts

9.1 The Committee will ensure that the Pre-school complies with the requirements of the Charities Acts as to the keeping of financial records, the auditing of accounts and the preparation and transmission to the Charity Commission of:

- (a) annual reports;
- (b) annual returns; and
- (c) annual statements of account.

9.2 The accounting records shall, in particular, contain:

- (a) entries showing from day to day all monies received and expended and the matters in respect of which the receipts and expenditures took place; and
- (b) a record of the assets held and any monies owed by the Pre-school.

9.3 At each meeting of the Committee the Treasurer shall normally present an up to date written statement of accounts to the Committee.

9.4 All accounting records relating to the Pre-school shall be available for inspection by any member of the Committee at any reasonable time during normal office hours and may be available for inspection by Members at the discretion of the Committee.

9.5 The Pre-school may open one or more bank accounts. All bank accounts will be in the name of the Pre-school.

9.6 Cheques and orders for payment of money from these accounts shall normally be signed by two designated persons, one of whom shall be an Officer. Where the Pre-school is not subject to any conditions of a grant which requires two signatories, the Committee may decide to allow cheques and orders for small amounts set by the Committee to be signed by a single signatory. A duplicate of all bank statements should normally be sent to the Chair.

9.7 The Committee may resolve to set aside income as a reserve against future expenditure but only in accordance with a written reserves policy.

10.0 Minutes

10.1 The Committee will keep minutes of all proceedings at all meetings of the Pre-school and of the Committee. The minutes shall record:

- a) the names of everyone present at the meeting;
- b) the decisions made at the meetings;
- c) where appropriate, the reasons for and any actions arising from the decisions; and
- d) any other material details regarding the meeting.

11.0 Dissolution

11.1 If the Committee resolves that the aims of the Pre-school can no longer be fulfilled, the Committee will convene an Extraordinary General Meeting of the Pre-school to consider the winding up and dissolution of the Pre-school.

- 11.2 If the Extraordinary General Meeting referred to in paragraph 11.1 decides by a two thirds majority of the Members present and voting that the Pre-school should be wound up the Committee in consultation with the Pre-school Learning Alliance shall transfer all of the assets of the Pre-school (subject to the satisfaction of all debts and liabilities of the Pre-school) in accordance with paragraph 11.4.
- 11.3 If at the Extraordinary General Meeting a quorum is not present within 1 hour of the time appointed for the meeting then the meeting will be adjourned to the same day of the next following week at the same time and place. If at the adjourned meeting a quorum is again not present within 1 hour of the time appointed for the meeting then the Members present shall constitute a quorum
- 11.4 If the Pre-school is wound up or dissolved and after all of its debts and liabilities have been satisfied there remains any property or assets these shall not be paid or distributed amongst the Members of the Pre-school but shall be applied in one or more of the following ways:
- (a) transferred to the Pre-school Learning Alliance or, with the agreement of the Pre-school Learning Alliance, to another pre-school established as a charity whose governing instrument prohibits the distribution of income and property to an extent at least as great as is imposed on the Pre-school and whose objects are similar to those of the Pre-school; or
 - (b) in such other manner consistent with the charitable status of the Pre-school as the Pre-school Learning Alliance and the Charity Commission have approved in writing in advance.

12.0 Indemnity

- 12.1 Subject to the provisions of the Charities Acts, every member of the Committee shall be indemnified out of the assets of the Pre-school against any liability incurred by him/her in defending any proceedings, whether civil or criminal, in which judgement is given in his/her favour or in which he/she is acquitted or in connection with any application in which relief is granted to him/her by the court from liability for negligence, default, breach of duty or breach of trust in relation to the affairs of the Pre-school.

Pre-school Learning Alliance Membership Number

3239

This constitution was approved by the members of (pre-school name):

Pirvin Community Pre-school

at a General meeting held on

28th November 2016.

Signed (Chair)

[Signature]

Signed (Secretary)

[Signature]

Pre-school Learning Alliance 50
Featherstone Street, London EC1Y 8RT
Tel: 020 7697 2595
Fax: 020 7700 0319
Email: info@pre-school.org.uk

Continuous Professional Development (CPD) Agreement: Early Years Practitioners

Our Commitment

Pinvin Community Pre-school is committed to employees on-going development through providing the very best environment for both children and practitioners to flourish.

- ✓ All early year's practitioners, including students or volunteers, will receive a Focus practitioner meeting at approximately 6 weekly intervals.
- ✓ Where possible we will endeavour to carry these meetings out during working hours in a suitable environment.
- ✓ Meetings will focus on supporting you in your role and the topics of conversation will be led by the employee.
- ✓ The discussions will be documented on a Focus Practitioner form and a copy given to the practitioner to store within the Practitioner Portfolio.
- ✓ Focus practitioner meetings although are private are not a confidential process. This means records are the property of the setting and occasionally may need to be shared for quality assurance purposes, adherence of policy and procedure, disciplinary investigations or audits and inspections i.e. Ofsted.

Our Investment in You

A wide variety of training opportunities will be accessible to you to include;

On-line learning, videos, podcasts, literature, statutory documentation, in-house training, external training, staff newsletters, professional discussion, early years magazine articles, forums, cluster meetings and the sharing of best practice with other settings.

Your Commitment

Early years practitioners have a duty to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

Pinvin Community Pre-school requires all Early year's practitioners to;

- ✓ Complete all mandatory training as set out in the settings policies and procedures
 - ✓ Attend Focus Practitioner meetings well prepared with a desire to improve knowledge and improve practice
 - ✓ Actively use the Practitioner Portfolio to document all CPD activities and keep this in a good state of repair
 - ✓ Attend regular out of hours team meetings to engage in professional discussion regarding the provision and early years practice
 - ✓ Stay well informed of policy and procedures, highlighting any issues to line manager
 - ✓ After attendance of external training give feedback to your line manager highlighting 3 key areas to consider further to enhance current practice.
 - ✓ Use evidence in your practitioner portfolio to inform the appraisal process and demonstrate how you are meeting your SMART objectives.
-

I hereby agree to adhere to the continuous professional development agreement.

Print employee name

Employee signature

Line Manager signature

Date

Supervision Agreement: All employees

Our Commitment

- ✓ All employees, whether they are full time, part-time, volunteers, apprentices or students will receive regular supervision.
- ✓ Where possible a private space shall be sourced away from any interruptions for the supervision meeting.
- ✓ At the end of each session both supervisor and supervisee should sign and date the supervision notes to confirm its accuracy and both keep a copy. The supervisor's copy may be kept in a supervision file.
- ✓ Our commitment is to support you in your role. We will listen and offer constructive, honest feedback to meet this commitment.
- ✓ Our aim is for employees to be clear and confident about their roles, responsibilities and accountabilities.
- ✓ Supervision will be a time to celebrate achievements, building confidence and capacity.
- ✓ Employees health and well-being are of vital importance to us and we will signpost to additional help if required.
- ✓ Clarity will be given as to what will happen to information discussed if it raises concerns about the practice of a member of staff or a child.
- ✓ Employees should **NOT** wait for a scheduled meeting to voice any concerns. These should be dealt with promptly with your line manager.

Your Commitment

Supervision is a regular, planned, accountable two-way process which should offer support and develop the knowledge, skills and values of an individual, group or team. For us to be able to do this we need employees to also invest time and effort into the supervision process.

Pinvin Community Pre-school requires all employees to;

- ✓ Be prepared to evidence how you have met SMART objectives
- ✓ Be willing to discuss any issues regarding job performance
- ✓ Identify solutions to issues raised or discussed.
- ✓ Receive coaching to improve personal effectiveness.
- ✓ Address actions and follow up for the next supervision
- ✓ Report any concerns
- ✓ Revisit behaviour and conduct declaration
- ✓ Disclose any convictions, cautions, court orders or reprimands and warnings which might affect their suitability to work with children, whether these occur prior to, or during, their employment at the setting.
- ✓ At the end of each session both supervisor and supervisee should sign and date the supervision notes to confirm its accuracy and both keep a copy. The supervisor's copy may be kept in a supervision file.
- ✓ Do not wait for your supervision to discuss concerns which may impact provision and the safeguarding of children and adults. In these cases, a separate meeting **MUST** be scheduled with your line manager with immediate effect.

I hereby agree to adhere to the supervision agreement.

Print employee name

Employee signature

Line Manager signature

Date

Employee Behaviour and Conduct Declaration

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.

We expect all employees to 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 Pinvin Community Pre-School.

Each individual must take responsibility for their own actions and adhere to the following:

- Effective management of their digital footprint (see Safeguarding and Child Protection policy)
- Maintain confidentiality, respecting other people's rights to privacy and keeping safe the information that they have provided (unless legal or safeguarding duties override this)
- Maintain a reasonable professional appearance and level of personal hygiene
- Adherence to social norms of community and setting i.e. use positive body language
- Work effectively within a team, demonstrating support for colleagues
- Act respectfully towards all who use or work in the setting
- Act responsibly and be accountable for actions

Any employee with concerns regarding professionalism and confidentiality relating to Pinvin Pre-School must advise their line manager or registered person in a confidential manner so that the issue can be addressed. The Whistleblowing Policy can also be referred to in this instance.

Please read this document alongside the Safeguarding and Child Protection policy and Employee behaviour and conduct policy.

I hereby agree to adhere to the employee behaviour and conduct agreement.	
Print employee name	
Employee signature	
Line Manager signature	
Date	

Performance Improvement Plan (PIP)

Performance Improvement Plan (PIP)	
Employee name	
Supervisor name	
Date	
Reason for performance issue	
Required improvement including timescale and how this will be measured	
Review: Have required improvements been met	

Please note: This PIP supports the capability procedure. The document is designed to state the nature of the unsatisfactory performance, the required expectation, time period over which improvement will be expected and how this will be measured.

If the individual's performance improves adequately over the timescale, then the process will terminate at this stage.

If performance remains unsatisfactory, then a formal procedure will be actioned.

Babysitting Agreement

At Pinvin community preschool we do not provide a babysitting service outside of our normal operating hours, however we understand that parents sometimes ask early years staff to babysit for their children. This policy has been implemented to clarify some points regarding **private arrangements** between staff and parents.

The setting is not responsible for any private arrangements that are made; however, we do expect staff members to inform us if they are babysitting for a child that attends the pre-school. We require the staff member and parent to sign a copy of this policy which we will keep on file for the child and staff member. Each time a staff member babysits it must be recorded in the preschool diary before the babysitting takes place.

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. Our safer recruitment procedure includes interviews, references, full employment history and enhanced 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. However, we have no such control over the conduct of staff outside of their position of employment. Parents must 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 preschool hours.

The member of staff will not be covered by the pre-school's insurance whilst babysitting as a private arrangement.

Out of hours work arrangements must not interfere with the staff member's employment at the preschool.

All staff are bound by contract to follow the 'employee behaviour and conduct' policy which includes confidentiality. They are unable to discuss any issues regarding the preschool, other staff members, parents or other children.

The preschool has a duty of care to safeguard all children attending the setting so if a staff member has welfare concerns for a child or young person, following a private babysitting arrangement they must 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 preschool session the manager will require written permission from the parent/carer as per normal collection procedures. 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.

I have read, understand and will adhere to the babysitting agreement.	
Employee printed name	
Employee signature	
Parent printed name	
Parent signature	
Date of agreement	

Five Ways to Wellbeing plan



As part of the Mental Health for Small Workplaces training, add some ideas to the sections below to develop your own Five Ways to Wellbeing plan.



Connect

Be active



Take notice

Learn



Give

time to change

let's end mental health discrimination

Employee

Champions

Managing conversations about mental wellbeing

As an Employee Champion, you may find colleagues start to share their experience of mental health problems with you. Here are some tips for managing these conversations.

Such a situation might be new to you, or you may have lots, or some experience of managing sensitive conversations because of your job role. The suggestions that follow are based on what we've learned can work well.

Remember, each conversation will be different

Think about the individual situation and person, one person may simply want to tell you their story, whereas someone else may be telling you as a first step to seeking support. Exploring why your colleague is starting the conversation will help shape how you manage it.

Key guidance: Managing conversations in which a colleague discloses that they are struggling with their mental health.

- **Find a quiet place** with an informal atmosphere, perhaps in a café or over a coffee - this shouldn't feel like a formal interview.
- **Actively listen to the person**, by giving them your undivided attention. Try to leave any questions or comments you may have until the person has finished so you don't interrupt them.
- **Use positive body language**, and encourage the person to continue with small verbal comments like 'I see' or 'what happened next?'. This will let them know that you are paying attention to what they are saying and actively listening to them.
- **Check your understanding** by paraphrasing what the person has said back to them.
- **Reflect back actual words they have used to them**, as this can encourage them to open up more. For example, a good reflection to 'I just feel so alone' could be 'alone?'
- **Respond by using empathetic statements** such as: 'I appreciate this must be difficult for you...'
- **Avoid clichés**. Comments like 'Pull yourself together' or 'You're just having a bad day' are not helpful.

Remember: conversations can trigger painful memories

Listening to others experiences that are close to your own may trigger thoughts about your experience of mental health problems or traumatic events you have encountered. Think about how you might look after your own wellbeing as an Employee Champion and remember your health comes first. If you do not feel able to continue the role for any reason, you can stop at any time.

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Employee

Champions

- **Dispel any myths.** Mental health problems are more common than people think and can affect anyone at any time.
- **Try to avoid asking too many questions,** especially questions that only require a 'yes' or 'no' answer, or that begin with the word 'why'. Ask open questions to invite a more detailed response.
 - Tell me how you're feeling?
 - How do you look after yourself?
 - What support do you have in place?
- **Reassure them that it is positive that they want to talk about their experience,** what's happening with them, or that they are looking for support (if this is the case).
- **Is the individual aware of sources of support?** Signpost to further information and support. It may be helpful to ask the person: "What would you like to happen in this situation?" This will help to empower them and encourage them to take the course of action that seems right to them. Be clear about what you can do, as well as what you can't.
- **The important thing is to listen** rather than give advice, the individual needs to be able to act for themselves. Signpost the individual to sources of support, rather than telling them what you think is best. Take a look at the 'Managing boundaries' section above for more information on this.

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Employee

Champions

Closing conversations about mental health

- Sometimes conversations will come to a natural end. However if this does not happen give the person a gentle indication that the conversation needs to come to an end. You could say something like: "It's been good to talk, we've covered a lot and we will have to wrap up soon because I have a meeting." Or whatever you feel is appropriate.
- Summarise your conversation and anything you have both agreed to do. For example: "You have told me that you are going to speak to your GP about how you are feeling, and I will text you by the end of the day with the details of how to access counselling sessions through our Employee Assistance Programme."
- Ask practical questions such as 'Is there going to be someone there when you get home?' or 'Is there a friend you can go and see?'
- Remember offering a 'listening ear' and showing your acceptance, warmth and regard will go a long way to help someone. It may not be possible to get a clear idea of the next steps the person will take as a result of talking to you. Ending the conversation by inviting them to take some time to reflect on what has been discussed and to consider what they may want to do going forward could be the best way to bring the conversation to a close, especially if you feel that there is nothing more you can say at that time.
- If you feel it would be helpful, and you are able to commit to giving more of your time in this way, you may want to arrange another time to meet up and talk.

When someone wants to talk and you don't have the time

Once a person knows they are being given the space and time to talk, they will. But sometimes when someone takes the courage to talk to you it may not be possible for you to give them the time they need there and then. You will be the best judge of this.

Remember to always show you recognise that they have taken a positive step by speaking to you, explain why you cannot talk now and arrange a better time to have the conversation.

If someone is in urgent need of help always signpost immediately to support, you may want to help them go to the Mind website.

Click the yellow button at the top which says 'I need urgent help' or call the Samaritans 08457 90 90 90 - Lines are open 24 hours a day, 365 days a year.

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Employee

Champions

Sharing your story

You may find that colleagues tell you about their own thoughts, feelings, experiences and concerns, as part of seeking support around their own mental health.

If you have your own personal experience of mental health problems, you may choose to share this as a way of supporting your colleague. There is absolutely no requirement to share your story as an Employee Champion. We recognise this is a big and very personal decision.

When is it helpful to tell your story?

A colleague tells you they think they may have PTSD (post-traumatic stress disorder), and you have had a similar experience, it may be useful for you to explain how you sought help and what worked for you. However, it may not be helpful to talk at length and in detail about the sensitive details of your own story; while you may have experienced something similar, the circumstances and feelings will not be exactly the same and may be overwhelming for the other person. A good question to ask yourself is, how will this person benefit from hearing about my own experience?

Remember: ultimately, it's down to you and the policy of your organisation

Communication is a very personal thing so use what feels right for you based on your experience of managing sensitive conversations. Our suggestions are not intended to take the place of your organisation's policies and guidelines, and we urge you to always seek out and be guided by the information and support your service provides before starting conversations about mental wellbeing. The Time to Change Employers team are unable to give advice to Champions on individual services' policies.

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What does stigma feel like?



10 minutes

Key message:

Nearly nine out of ten people with mental health problems say that stigma and discrimination have a negative effect on their lives. Stigma can be a major barrier preventing individuals from asking for support.

Activity:

This activity is designed to help an audience you are speaking to learn what it feels like to experience stigma.

Ask everyone to stand up.

Read out the different scenarios below and ask the audience to consider how open they'd feel about talking about a mental health problem.

1. You are at a family wedding.

The speeches have just finished and you are chatting with extended family (Grandparents, Uncles, Aunties, Cousins) that you have not seen for a while. The conversation moves onto your current health and one of your family members asks how you have been?

Remain standing if you feel you are able to be open about your mental health problem and talk to them about some of the difficulties you have recently had.

Sit down if you decide to brush it off and just say I'm fine.

2. You have just applied for a new job at a new organisation.

It's your dream job and you were very excited to hear you have been shortlisted for interview. In the interview the discussion moves on to ask about the gap in your CV where you had to take time out from work due to your mental health problem.

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Remain standing if you feel you are able to be open about your mental health problem and explain to the panel your gap in employment.

Sit down if you decide to make up another reason.

3. You are on a first date.

Everything is going well, you have just finished your starters and waiting for main course to be served. You've decided that you would quite like to see your date again as things seem to be going so well. The conversation moves onto mental health and you discuss a TV programme that has recently been on about this.

Remain standing if you feel you are able to be open about your mental health problem and let the other person know about your experience and connection to the programme.

Sit down if you say nothing at all.

How many people are left standing?

.....

Discussion questions:

- What does each scenario make you think about?
- Why are some things harder to talk about than others?
- What do you think would happen if you did talk about your mental health?

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Elephant in the room



5 minutes – (25 minutes if doing further impact exercise)

Key message: Experiencing mental health problems can be a very isolating experience. Sometimes people need to see something physical that shows them they are not alone in their experiences.

What you need:

- A big picture of an elephant
- Lots of post it notes and pens by picture

Activity:

Attach your image of an elephant on the wall of a communal area that's used a lot, for example the staff room / tea making room.

Invite people to write how they are feeling, or what stops them from talking about their mental health on a post it note (anonymously) and stick it on the elephant. This sharing of ideas and feelings is a way of exposing mental health problems in the workplace without identifying individuals which creates a sense of community, ending isolation. .

This activity is also a good way of running a 'temperature check' on mental health amongst staff.

.....

For further impact:

- You can run a follow up event where the elephant and messages becomes a point of discussion – especially if there is a trend in how people are feeling.

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WOULD YOU RATHER

Have the neck of
an ostrich?

OR

Talk to a
friend who's burying
their feelings?

Choose talk, change lives.
Together we'll end mental health stigma.

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#timetotalk

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HSE MANAGEMENT STANDARDS INDICATOR TOOL

Instructions: It is recognised that working conditions affect worker well-being. Your responses to the questions below will help us determine our working conditions now, and enable us to monitor future improvements. In order for us to compare the current situation with past or future situations, it is important that your responses reflect your work in the last six months.

1	I am clear what is expected of me at work	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
2	I can decide when to take a break	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
3	Different groups at work demand things from me that are hard to combine	Never <input type="checkbox"/> 5	Seldom <input type="checkbox"/> 4	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 2	Always <input type="checkbox"/> 1
4	I know how to go about getting my job done	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
5	I am subject to personal harassment in the form of unkind words or behaviour	Never <input type="checkbox"/> 5	Seldom <input type="checkbox"/> 4	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 2	Always <input type="checkbox"/> 1
6	I have unachievable deadlines	Never <input type="checkbox"/> 5	Seldom <input type="checkbox"/> 4	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 2	Always <input type="checkbox"/> 1
7	If work gets difficult, my colleagues will help me	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
8	I am given supportive feedback on the work I do	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
9	I have to work very intensively	Never <input type="checkbox"/> 5	Seldom <input type="checkbox"/> 4	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 2	Always <input type="checkbox"/> 1
10	I have a say in my own work speed	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
11	I am clear what my duties and responsibilities are	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
12	I have to neglect some tasks because I have too much to do	Never <input type="checkbox"/> 5	Seldom <input type="checkbox"/> 4	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 2	Always <input type="checkbox"/> 1
13	I am clear about the goals and objectives for my department	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
14	There is friction or anger between colleagues	Never <input type="checkbox"/> 5	Seldom <input type="checkbox"/> 4	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 2	Always <input type="checkbox"/> 1
15	I have a choice in deciding how I do my work	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
16	I am unable to take sufficient breaks	Never <input type="checkbox"/> 5	Seldom <input type="checkbox"/> 4	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 2	Always <input type="checkbox"/> 1
17	I understand how my work fits into the overall aim of the organisation	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
18	I am pressured to work long hours	Never <input type="checkbox"/> 5	Seldom <input type="checkbox"/> 4	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 2	Always <input type="checkbox"/> 1
19	I have a choice in deciding what I do at work	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5

20	I have to work very fast	Never <input type="checkbox"/> 5	Seldom <input type="checkbox"/> 4	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 2	Always <input type="checkbox"/> 1
21	I am subject to bullying at work	Never <input type="checkbox"/> 5	Seldom <input type="checkbox"/> 4	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 2	Always <input type="checkbox"/> 1
22	I have unrealistic time pressures	Never <input type="checkbox"/> 5	Seldom <input type="checkbox"/> 4	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 2	Always <input type="checkbox"/> 1
23	I can rely on my line manager to help me out with a work problem	Never <input type="checkbox"/> 1	Seldom <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Often <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
24	I get help and support I need from colleagues	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
25	I have some say over the way I work	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
26	I have sufficient opportunities to question managers about change at work	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
27	I receive the respect at work I deserve from my colleagues	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
28	Staff are always consulted about change at work	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
29	I can talk to my line manager about something that has upset or annoyed me about work	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
30	My working time can be flexible	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
31	My colleagues are willing to listen to my work-related problems	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
32	When changes are made at work, I am clear how they will work out in practice	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
33	I am supported through emotionally demanding work	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5
34	Relationships at work are strained	Strongly disagree <input type="checkbox"/> 5	Disagree <input type="checkbox"/> 4	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 2	Strongly agree <input type="checkbox"/> 1
35	My line manager encourages me at work	Strongly disagree <input type="checkbox"/> 1	Disagree <input type="checkbox"/> 2	Neutral <input type="checkbox"/> 3	Agree <input type="checkbox"/> 4	Strongly agree <input type="checkbox"/> 5

Thank you for completing the questionnaire.