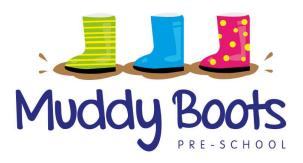# Muddy Boots Pre-School CIO

Policy and Procedures

Implementation and Review

Review Date:	SEE COMMITTEE POLICY REVIEW SCHEDULE

Policy and procedures implementation and review

We have one set of policies and procedures which are consistent across our early education and childcare provision, in line with the current EYFS requirements and uphold children's rights and entitlements.

Children's rights and entitlements statement

Muddy Boots Pre-school CIO supports the 54 Articles contained within the UN Convention on the Rights of the Child (1989). Muddy Boots Pre-school CIO recognises that these articles apply to children globally and draw attention to the disparity between and within countries and across regions of the world in the way that children receive and enjoy basic rights. Muddy Boots Pre-school CIO supports organisations and statutory agencies to promote recognition and achievement of children's rights to ensure a better experience for all children.

As an early year's provider and a member of the Early Years Alliance, Muddy Boots Pre-school CIO follow the Alliance's 'four key commitments' that are broad statements against which policies and procedures are drawn to provide a consistent and coherent strategy for safeguarding children young people and vulnerable adults.

1. Muddy Boots Pre-school CIO is committed to empowering children, young people, and vulnerable adults, promoting their right to be '**strong, resilient, actively listened to, and heard'**.

2. Muddy Boots Pre-school CIO upholds a culture of safety in which children, young people and vulnerable adults are protected from abuse and harm in all areas of its curriculum and service delivery.

3. Muddy Boots Pre-school CIO is committed to preventing harm and responding promptly and appropriately to all incidents or concerns of abuse that may occur. Working with statutory agencies to achieve the best possible outcomes for every child.

4. Muddy Boots Pre-school CIO is dedicated to increasing safeguarding confidence, knowledge and good practice throughout its training and learning programmes for adults, advocating support and representation for those in greatest need.

What it means to promote children's rights and entitlements:

To be **strong** means to be:

- *secure* in their foremost attachment relationships where they are loved and cared for, by at least one person who can offer consistent, positive, and unconditional regard and who can be relied on

- *safe and valued* as individuals in their families and in relationships beyond the family, such as day care or school

- *self-assured* and form a positive sense of themselves – including all aspects of their identity and heritage

- *included equally and belong* in early years settings and in community life

- *confident in abilities* and *proud* of their achievements

- *progressing optimally* in all aspects of their development and learning

- *to be part of a peer group* in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world

- *to participate and be able to represent themselves* in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be ***resilient*** means to

- *be sure* of their self-worth and dignity

- be able to be *assertive* and state their needs effectively

- be able to *overcome* difficulties and problems

- *be positive* in their outlook on life

- be able to *cope* with challenge and change

- have a *sense of justice* towards self and others

- to develop a *sense of responsibility* towards self and others

- to be able to *represent* themselves and others in key decision-making processes

To be **actively listened to and heard** means:

- adults who are close to children recognise their need and *right to express and communicate* their thoughts, feelings, and ideas

- adults who are close to children can *tune in* to their verbal, sign, and body language to understand and interpret what is being expressed and communicated

- adults who are close to children can *respond appropriately and, when required, act upon their understanding* of what children express and communicate

- adults *respect children's rights and facilitate children's participation and representation* in imaginative and child-centred ways in all aspects of core services.

Objectives

We adhere to and implement operational policies and procedures in the following ways:

- All policies and procedures are reviewed annually as a minimum and when there are any changes to the settings practice or legislation.

- Changes are only made to the policies and procedures by the trustees of Muddy Boots Pre-school CIO in liaison with the setting manager where risk assessment or other reasons indicate that this is required.

- All members of staff, agency workers, assistants, and students (hereon referred to collectively as staff), are aware of their role and responsibility in policy and procedure implementation.

- All members of staff are aware of the content of the policies and procedures through:

    - induction

    - line management and staff meetings and training events

    - contributing feedback to procedure review

    - use of relevant publications

- The setting manager offers advice and support to staff regarding procedure implementation.

- All staff are aware of their duty to adhere to the operational policies and procedures and how they contribute to a consistent approach throughout the organisation.

- Disciplinary action may be taken where individuals have disregarded policies and procedures.

- Parents/carers know how to access a full set of policies and procedures.

Muddy Boots Pre-school CIO – Policy document

Legal references

Childcare Act (2006)

Education Act (2011)