

LEARNACTIVE

2026 POLICIES



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Safeguarding Policy 2026

This policy has been written in accordance with the principles established by:

- Education Act 2002
 - Children Act 1989
 - Children Act 2004
- Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012
 - Counter-Terrorism and Security Act 2015
- Childcare Act 2006; Childcare (Disqualification) Regulation 2009 /2018
 - Children and Families Act 2014
 - Children and Social work Act 2017
- Data protection Act 2018: General Data Protection Regulations (GDPR) 2018
 - Voyeurism Offences Act 2019

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SAFEGUARDING POLICY OVERVIEW

Designated Safeguarding Officer- Mr Craig Holcroft

Responsibilities of Designated Safeguarding Officers

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SAFEGUARDING POLICY

1. Introduction

LEARNActive takes its duty of care-

- To take all reasonable measures to ensure that risks of harm to children's welfare are minimised, and
- To take all appropriate actions to address concerns about the welfare of any child, or children working together with the safeguarding partnership and the agreed policies and procedures.

This provision relates to:

- the recruitment, selection and training of staff and volunteers
- ensuring safe arrangements for all those taking part in the activities of LEARNACTIVE, including staff and participants alike

2. Key Definitions and Purpose

The Children Acts 1989, 2004 and Children and Social Work Act 2017 states a child is anyone under the age of 18. Safeguarding and Promoting the Welfare of Children Keeping Children Safe in Education September 2023 states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health and development,
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to achieve best outcomes. Child Protection Is one part of safeguarding and promoting the welfare of children and refers to the activity that is undertaken to protect children who are suffering, or at risk of suffering significant harm.

Significant Harm

- Significant harm can be defined as the ill treatment or impairment of health and development of a child or young person.
- Development includes physical, intellectual, emotional, social or behavioural development.
- Health includes physical and mental health.
- Ill-treatment includes sexual abuse and other forms of ill – treatment that are not physical. This is viewed from the perspective of normal behaviour for a child / young person of similar age and understanding.

General Principles and Purpose of the LEARNActive Policy

The child's welfare is paramount. All adults including volunteers maintain and demonstrate a mindset of "it could happen here" and "think the unthinkable". All children have a right to a childhood free from abuse, neglect or exploitation. We have a zero-tolerance approach to sexual violence and sexual harassment and all staff receive additional training in this. All staff have annual reviews and top-up safeguarding meetings before busy periods such as before summer term. All members of staff have a responsibility to be mindful of issues related to children's safety and welfare and have duty to report and refer any concerns however "minor". All adults (coaches and volunteers) demonstrate an understanding that safeguarding is everyone's responsibility. Parents have a right to be informed in respect of any concerns about their child's welfare, or any action taken to safeguard and promote the child's welfare, providing this does not compromise the child's safety. Children are best protected when professionals work effectively together. (Working Together to Safeguard Children 2018)

Purpose

This document provides clear direction to coaches/ staff and others about expected codes of behaviour in dealing with safeguarding and child protection issues. This policy also makes explicit our commitment to the development of good practice. This ensures that safeguarding and child protection concerns and referrals may be handled sensitively, professionally and in ways, which support the needs of the child.

3. Safer Recruitment and Selection

All volunteers and staff, including any temporary personnel and helpers are subject to a careful and rigorous selection and vetting process with the following elements:

- a. completion of an application form and the checking of the person's identity by their birth certificate or passport
- b. an enhanced DBS policy is necessary.
- c. identifying reasons for inconsistencies or gaps in employment
- d. carrying out police checks, prohibited checks (for teachers), checks with the Disclosure and Barring Service and checks relating to the Barred List for both children and adults
- e. no permanent appointments are made until at least two satisfactory references are received
- f. allowing no *unsupervised* access to participants until this procedure has been completed (for volunteers, no access whatsoever will be allowed until this procedure has been completed)
- g. specific advice sought about recruiting someone with a criminal record
- h. illegal attempts to gain employment, either paid or voluntary, will be reported to the relevant authority, including the police
- i. a supervised probationary period of no less than six months for all new people to the organisation
- j. ID badge to provide further clarification that the person is who they say they are.
- k. Safeguarding training is compulsory before starting as well as attendance of safeguarding annual refresher.
- l. 2 step interview process for any permanent positions.

4. Safeguarding Lead

The following elements are designed to contribute to a safe, open and alert environment:

LEARNActive has a nominated safeguarding representative responsible for making sure the Safeguarding Policy is working. This person is LEARNActive Designated Safeguarding Lead (DSL – Craig Holcroft).

Designated Safeguard Lead

Craig Holcroft

**07593 312 734. Second contact number
07734349121**

A safeguarding induction is attended by all new staff and volunteers and includes detailed information regarding contacts for reporting, the process of dealing with a disclosure and specific guidance. Nobody will be employed until this training is completed.

A code of conduct for everyone involved in LEARNActive is in place. This makes clear what is appropriate and what is not. It gives advice on all aspects of working e.g. working in pairs, advice about physical contact and restraint, how to manage intimate care tasks, etc.

Training led by Craig Holcroft for those working in the organisation is reviewed on a regular basis. Staff are trained to be aware of signs of abuse. Forms of abuse include physical, sexual, emotional and neglect, and also include material, institutional and discriminatory for adults. They can include bullying, or putting people down because of their race, religion, culture, sex, gender or disability. Staff are aware of the behaviour of abusers, what their duty is if they suspect abuse and what to do if someone makes a disclosure about abuse.

Clear supervision and monitoring is in place for staff members. There are also discussions and meetings with staff and volunteers regarding behaviour and any problems.

5. Prevention of Radicalisation (PREVENT)

Extremism is defined in the Counter Extremism Strategy 2015 as “the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.” Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. LEARNActive has a zero-tolerance approach regarding violent or extremist behaviour and seeks to provide a safe environment for all participants. If there is an immediate perceived threat to the person’s safety, staff safety or public safety, the police must be contacted immediately.

In general, the following format will be used:

Notice: concerns are raised about a person by informing the DSL or DDSL

Check: ensure facts are established

Share: concerns are shared with relevant authority if required

Different authorities exist to deal with different geographical areas and different age groups however as a rule, existing safeguarding alert procedures should be followed:

Children: referral made to Initial Response Team within Children’s Services

Adults at risk: referral made to Local Authority Initial Contact Team

If there are any concerns regarding an adult who does not meet the definition and criteria as an adult at risk as defined in current guidance, then a referral should be made to your local Police Protecting Vulnerable People Unit. Each case should be kept as confidential as possible, therefore information is shared on a ‘need to know’

basis only. Safeguarding Lead, Craig Holcroft, speaks about PREVENT in all annual refresher meetings and staff know how to look out for the possible signs.

6. Online Safety

LEARNActive ensure that

- ALL coaches and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age-inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour
- Online bullying by children who have attended our sessions, via texts and emails, will be treated as seriously as any other type of bullying. Coaches will immediately liaise with parents/carers
- There is a clear and explicit procedure for dealing with mobile phones.
 - To keep children safe on technology owned by LearnActive, children will be monitored by a member of staff whilst on the laptops.

7. Staff Code of Behaviour

The following form part of the good practice guidelines for LEARNActive staff:

- Always work in an open environment. Avoid private or unobserved situations and encourage no secrets
- Always try to be even handed with all participants, regardless of age, and treat them with respect and dignity.
- Always put the welfare of each participant first, before winning and achieving goals
- Keep an appropriate and safe distance with participants. It is not appropriate to enter or share a room with a child, young person or vulnerable adult or undertake intimate care tasks for them
- Physical restraint or reducing someone to tears as a means of control is not permitted unless there is a real danger to another person or member of staff. However, some staff members are trained in a restraint technique which is only to be used by those staff and only when appropriate. Team Teach Trainer, Connor Howlett, does annual training.
- Care should also be taken with any form of physical or manual contact in particular when the participant is moving around and taking part in activities. Always consult with the participant involved and make sure they feel comfortable with the extent of manual support being given.
- Staff need to be an excellent role model – this includes not smoking or drinking alcohol or using drugs in the company of participants.
- All delivery staff must have up to date first aid training.

- A written record is to be kept of any injury that occurs, along with the details of any treatment given and passed to LEARNActive' Health and Safety officer and the parent to sign before going home.
- Permission should always be requested if staff are required to transport participants in their cars and carers should accompany staff, however, the recommendation would be to avoid this unless absolutely necessary. This is only different for those doing community work on Learn Active's business insurance and with 2 adults present.
- The only purpose of confidentiality in this respect is to benefit the child, young person or vulnerable adult. If you have concerns about possible abuse/inappropriate behaviour, DO NOT DISCUSS this with your colleagues; REPORT IT IMMEDIATELY TO THE SAFEGUARDING OFFICER
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The following should never be sanctioned:

- Sexual conduct
- Lending or borrowing of money or property
- Exclusive or secretive relationships
- Taking children, young people or vulnerable adult participants to your home
- Engaging in rough, physical or sexually provocative games, including horseplay
- Sharing or entering a room with a child, young person or vulnerable adult
- Inviting or allowing participants of any age to stay with you at your home
- Allowing or engaging in any form of inappropriate touching
- Allowing participants to use inappropriate language unchallenged
- Making sexually suggestive comments, even in fun
- Reducing a participant to tears as a form of control
- Allowing allegations made by a child, young person or vulnerable adult to go unchallenged, unrecorded or not acted upon
- Doing things of a personal nature for children or an adult with disability, that they can do for themselves

You should also ensure the parents of the child/vulnerable adult are informed:

- If you accidentally hurt a participant, or you observe another adult hurting a participant
- If he/she seems distressed in any manner
- If a child, young person or vulnerable adult appears to be sexually aroused by your actions
- If a child, young person or vulnerable adult misunderstands or misinterprets something you have done

8. Guidelines on the use of Photographic Equipment

- Consent should be received by guardians for taking/using photographs for LEARNActive PR, literature, website and promotions. Consent also received for taking photos to provide evidence to Councils.

- Where video is to be used as a teaching aid, all participants and their parents/carers should be made aware of the proposed use and written consent to a participant being filmed should be sought prior to the start of filming.
- It is not appropriate to use personal recording devices (such as mobile phones etc) for anything other than capturing a learning moment of a child.

9. Responding to Concerns about Behaviour

It is not the responsibility of staff and volunteers of LEARNActive to decide whether or not abuse or inappropriate behaviour is/has taken place. There is, however, a responsibility to act on any concerns by contacting the DSL/DDSL as soon as possible. He/she will then implement the agreed procedure. This responsibility is the same whether the allegations are about something happening now or something which is alleged to have happened some time ago.

To enable Craig (DSL) to support you should complete the following:

- i. The DSL will ask for a brief factual statement from the person making the report.
- ii. If the report involves allegations about another member of staff that person will also be asked to provide a brief report.
- iii. If any statement or report is made by a child, young person or vulnerable adult then that must be reported in their own words.
- iv. Reports must be confined to facts and not include any opinion, interpretation or judgement.
- v. The DSL will refer the allegation to the Police/Children's Services/LADO at the relevant City Council before deciding how to proceed further. This includes referring to the Children's First Contact Service (CFCS). If they are not available, contact the ED
- vi. It is the responsibility of the DSL to ensure that the child, young person or vulnerable adult in question and any other person deemed at risk is removed from any possible immediate risk or harm, but this should be done with specific advice from Children's Services/LADO/ED.
- vii. The DSL should also notify the ED if child is deemed at immediate risk and after advice from Children's Services/LADO/ED. IF the LADO isn't available, the DSL will decide on next steps regarding ED
- viii. Well kept records are essential

10. Allegations Involving Members of Staff

Where there is an allegation of abuse/inappropriate behaviour against a member of staff there may be three types of investigation:-

- A criminal investigation
- A child protection investigation

- A disciplinary or misconduct investigation

The results of any Police investigation may influence a disciplinary or misconduct investigation but this will not always be the case.

The DSL will inform LEARNActive CEO, Connor, they will then make an immediate decision about the temporary suspension pending Police and/or Children's Services inquiries, of any individual against whom allegations of abuse are made.

11. Confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need-to-know basis only. This includes (but is not limited to) the following people:

- DSL
- The parents of the person who is alleged to be abused
- The person making the allegation
- Children's Services/Police
- The alleged abuser (and parents if the alleged abuser is a child)*

Information should be stored in a secure place with limited access to designated people, in line with data protection laws e.g. that information is accurate, regularly updated, relevant and secure.

12. Lost or missing children policy guidance

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Children who go missing are potentially at risk of harm, and a significant number, because of their circumstances, may face the risk of sexual, criminal or economic exploitation.

This guidance complements the statutory guidance on children who run away or go missing from home or care but is distinctively different. This guidance references processes and strategies when a child goes missing whilst in the care of education and early year's provider settings. For the purposes of this guidance a safeguarding alert is defined as information which indicates a risk to an individual or group of children missing off site, absconds from the coaching session site or on a off-site external visit. For our personal policy on this, please

see Missing Child Policy which directly links to children going missing from a session or not turning up when they were meant to.

13 Safeguarding Adults

13.1 Introduction

LEARNActive is committed to safeguarding and promoting the welfare of adults at risk. This policy aligns with key legislation, including:

- Care Act 2014
- Mental Capacity Act 2005
- Safeguarding Vulnerable Groups Act 2006
- Data Protection Act 2018

This section outlines the approach to safeguarding adults who may be at risk due to vulnerability, disability, age, mental health, or other factors.

13.2 Definitions

An 'Adult at Risk' is defined as a person aged 18 or over who:

- Has care and support needs (whether or not these needs are being met).
- Is experiencing or is at risk of abuse or neglect.
- Is unable to protect themselves from the risk of or experience of abuse or neglect due to their care and support needs.

13.3 Types of Adult Abuse

Abuse can take many forms, including but not limited to:

- Physical Abuse: Hitting, slapping, or misuse of medication.
- Sexual Abuse: Non-consensual sexual activity.
- Emotional or Psychological Abuse: Intimidation, threats, or humiliation.
- Neglect or Acts of Omission: Ignoring medical or physical care needs.
- Financial or Material Abuse: Theft, fraud, or exploitation.
- Discriminatory Abuse: Harassment or unfair treatment based on age, gender, disability, religion, or sexuality.
- Institutional Abuse: Poor practices within care or support settings.

13.4 Principles of Adult Safeguarding

LEARNActive adheres to the six safeguarding principles:

1. Empowerment: Supporting individuals to make their own decisions.
2. Prevention: Taking action before harm occurs.
3. Proportionality: Balancing intervention with risks.

4. Protection: Support for those in greatest need.
5. Partnership: Working collaboratively with local authorities and safeguarding boards.
6. Accountability: Ensuring safeguarding practices are transparent.

13.5 Responding to Concerns about Adults at Risk

- All concerns must be reported to the Designated Safeguarding Lead (DSL) immediately.
- Concerns will be assessed in line with local safeguarding adult procedures which will differ depending on which Council LearnActive are working with. All staff will know the local procedures as well as company procedures.
- Concern reporting a member of staff or professional will go to the LADO
- If there is an immediate risk, the emergency services should be contacted.

13.6 Mental Capacity Act 2005

- Adults are assumed to have capacity unless proven otherwise.
- Every effort should be made to enable adults to make their own decisions.
- Decisions made on behalf of someone without capacity must be in their best interest and least restrictive.

13.7 Training and Awareness

- **All staff will receive safeguarding adults training.**
- **Regular updates and refreshers will ensure compliance with best practices.**
- **Staff will also participate in any local Safeguarding training which is put on by Council partners.**
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14. Policy Review

Last review date: May 2026 (updates made)

Next review date: January 2027

14. Information to include when reporting

This refers to any safeguarding concern you may have.

Information must be as helpful as possible, hence the necessity for making a detailed statement at the time of the disclosure/concern. Information should be factual, with no interpretation and should include the following:

- Name, age and date of birth of child, young person or adult making the disclosure

- Home address, telephone number, email address
- Is the person making the disclosure expressing their own concerns or those of someone else?
- What is the nature of the allegation? Include dates, times, any special factors and other relevant information
- Make a clear distinction between what is fact, opinion or hearsay
- A description of any visible bruising or other injuries. Behavioural signs, indirect signs.
- Witnesses to the incidents
- The participant's account, if it can be given, of what has happened and how any bruising or other injuries occurred
- Have the parents been contacted? If so, record what was said
- Has anyone else been consulted? If so, record details
- If the disclosure has been made by a third party, is the person that the disclosure refers to aware? If so what was said?
- Has anyone been alleged to be the abuser? Record details but under no circumstances should they be approach

Responding to Concerns or Disclosures/Behaviour

It is not the responsibility of LearnActive staff or volunteers to determine whether abuse or inappropriate behaviour has occurred. However, all concerns must be reported to the Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL) immediately.

What to Do if a Child Makes a Disclosure or You Have a Concern?

1. Ensure the child understands you must share the information—you cannot keep it secret. Avoid 'leading' questions; instead, ask them to repeat and clarify what happened.
2. Provide a brief, factual statement to the DSL, including: child's details, time of disclosure/concern, staff name, and the child's exact words (not your own).
3. If the concern involves another staff member, they will also be asked to provide a factual report. Reports must be fact-based, avoiding opinions or interpretations.
4. The DSL will refer concerns to the Police, Children's Services, Local Authority Designated Officer (LADO), or the Children's First Contact Service (CFCS).
5. The DSL is responsible for ensuring the safety of those at immediate risk, following guidance from relevant authorities or the DSL.
6. If you feel the child is at IMMEDIATE risk, do not let them leave with their adult until confirmed to do so by Emergency Service Department of DSL.

Allegations Involving Members of Staff:

1. Report to the DSL. If the allegation involves the DSL, report to the Deputy DSL, who will then escalate to the LADO.

What to Do if You Have a Concern but No Disclosure/Allegation:

1. If you notice something concerning, such as a mark or unusual behaviour, but the child gives a plausible explanation, still report it to the DSL and document.
2. Record your observations factually, including what you noticed, what the child said, and any context including date, time and name of the child on our electronic form.
3. Do not make assumptions or attempt to investigate further.
4. The DSL will assess whether further action is needed.
5. Any 'small' concerns about staff conduct, need to also be documented.

How else can I ensure I work on a safe session? Remember terrible things can happen anywhere.

- Do not 'hold' children unless 'Team Teach' trained.
- Clear expectations around staff-child interactions. Do not leave children alone.
- Always check information on handling allergies and administering medication.
 - Sun safety and hydration policies for outdoor activities.
 - Identifying and mitigating risks for specific activities, like swimming or climbing.
 - Make sure parents are informed about incidents
- Always check consent forms for activities, photos, and medical treatment

ANY SAFEGUARDING CONCERNS TO CONTACT SAFEGUARD LEAD:

CRAIG HOLCROFT ON 07593 312734



CSE	Child Sexual Exploitation	A form of sexual abuse
DBS	Disclosure and Barring Service	Organisation that checks criminal records, barred lists etc
DDSL	Deputy Designated Safeguarding Lead	Sport Works staff trained to deal with safeguarding issues
DSL	Designated Safeguarding Lead	Sport Works staff trained to deal with safeguarding issues
FGM	Female Genital Mutilation	Definition below
LADO	Local Authority Designated Officer	Provides advice to organisations around allegations against workers
LSCB	Local Safeguarding Children Board	Coordinates work to safeguard and promote welfare of children
MASH	Multi Agency Safeguarding Hub	Joint agency and referral point for safeguarding children
MSET	Missing, Sexually Exploited, Trafficked	A subset of abuse
PR	Parental Responsibility	The person with the legal right to give consent for a child

Common terms and definitions:

Child: Anyone under the age of 18: any reference within this Policy to children and young people means people of 18 years of age or under

Adult at risk: a person who is 18 years or over and who is or may be in need of, community care or health care services by reason of mental or other disability or illness;
and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.



Significant Harm (children):	The threshold that justifies compulsory intervention in family life in the best interests of children... [and] it may include, “for example, impairment suffered from seeing or hearing the ill treatment of another” Source: The Children Act 1989
Significant Harm (adults):	The impact of harm upon a person will be individual and depend upon each person’s circumstances and the severity, degree and impact or effect of this upon that person. The concept of Significant Harm is therefore relative to each individual concerned.
Relating to people of all ages (examples given are not exhaustive):	
Physical abuse:	Physically hurting a person. This could be by hitting them, kicking them and so on
Sexual abuse:	Touching a person or making them do something of a sexual nature that they don’t want to do. This includes making someone look at something that they don’t want to see
Emotional/Psychological abuse:	Making someone feel upset, sad or angry, hurting their feelings
Neglect:	Not providing the care and support a person needs in order to thrive, for example not providing adequate food or warmth, not taking the person to medical appointments and so on



Financial abuse (adults):	Taking or using a person's money or belongings without their informed consent
Discriminatory abuse (adults):	Treating someone badly because of their gender, disability or religion
Institutional abuse (adults):	A service not putting a person first or condoning a culture that doesn't put a person first. People should be treated with dignity and respect at all times
Adult abuse:	A single or repeated act, or lack of appropriate action, occurring within any relationship where there is an expectation of trust, which causes harm or distress to an older person. Source: http://elderabuse.org.uk/what-is-elder-abuse/
Extremism:	The vocal or active opposition to fundamental British values including: democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It may also include the call for the death of members of the armed forces, whether in this country or overseas.
Radicalisation:	The process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.



Community Cohesion: A society in which the diversity of people's backgrounds and circumstances is appreciated and valued, a society in which similar life opportunities are available to all, and a society in which strong and positive relationships exist and continue to be developed in the workplace and the wider community.

FGM: The partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna.

Source: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genitalhttps://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgmmutilation-fgm>

Forced Marriage: A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Source: <https://www.gov.uk/guidance/forced-marriage>

Name: Craig Holcroft

Signed: C. HOLCROFT

Date: May 2026 (updates made)

Next review: 02/01/2027



Child Records & Record-Keeping Policy

Purpose and Scope

We are committed to maintaining accurate, up-to-date and secure records for every child in our care, in compliance with Ofsted / Childcare Register (or, if applicable, the Early Years Foundation Stage (EYFS) requirements.

This policy covers what information we record, how we store it, how long we retain it, and how we handle updates, confidentiality and access. It applies to all staff, volunteers or any persons working at when childcare is provided.

What Records We Keep for Each Child

For each child attending the setting, we maintain the following records:

Record / Information	Details to Include
Child's personal details	Full name, date of birth, home address.
Parent(s)/Carer(s) / Guardian(s) / Emergency Contacts	Name(s), home address, telephone number(s), any other relevant contact information (e.g. work number, additional contact).
Child's attendance record	Days and actual times of arrival and departure, including each session when in our care; record of which staff member(s) looked after the child during each session (key person if relevant).
Accidents / Incidents log	Date, time, location, nature of accident or incident, description of what happened (injury or issue), staff present, first aid or treatment provided, follow-up actions (e.g. parent notification), parent/carers signature or acknowledgement.
Administration of medication (or self-administered)	Name of medicine, dosage, date and time administered, by whom, reason/ circumstances, parental consent on file (before administering), any reactions or observations, follow-up as needed.
Attendance/Staff & Adults on Premises Record (for those living/working there)	Name, home address, contact details of every adult living or working on the premises during childcare hours (or with regular unsupervised contact), so we maintain a record of who was present.
Permissions & Consent Forms	Signed parental consent for medicine administration, outings/trips (if applicable), photographs, special requirements, permissions for emergency treatment, data sharing/ privacy, drop-off/collection arrangements etc.
Additional relevant records (as applicable)	Notes on special needs / allergies / dietary requirements / medical conditions / parental arrangements / emergency contacts / any other relevant welfare info.



How & When Records Are Completed / Updated

- Basic child and parent/carer details will be collected on enrolment (before or on the child's first day).
- Attendance must be recorded **after each session** capturing times of arrival and departure and who looked after the child that session.
- Accident, incident, medicine administration logs must be filled in "as soon as reasonably practicable" after the event.
- Parental consent forms must be obtained **before** administering medicines or undertaking actions requiring consent (e.g. intimate care, photos).
- Any change to personal information (address / contact details / medical / dietary requirements / emergency contacts) should be updated immediately.

Storage, Retention & Confidentiality

- All records are stored securely - on password-protected secure digital storage (if electronic), to maintain confidentiality and data protection.
- Access to sensitive records is restricted to authorised staff only (e.g. manager, key-person, safeguarding lead).
- Inline to statutory guidance, records (attendance, accidents, medicine administration, staff/people on premises, etc.) are kept for **at least 2 years** from the date they were made.
- When a child leaves the setting, the child's personal file (with contact details, consents, medical records, attendance history, accidents/medicine history) will be archived and retained for the required minimum retention period.

Use of Records: Monitoring, Reporting & Compliance

- Records may be used for internal monitoring of attendance, medication and accidents to identify patterns (e.g. repeated injuries, frequent medication, absenteeism) — to support safeguarding, quality, and continual improvement.
- Records must be made available for inspection by Ofsted (or other relevant authorities) on request.
- Parents/carers should have the right to request access to their own child's records (where appropriate), subject to confidentiality and data-protection rules.

Responsibility & Staff Roles

- The setting manager (or designated records-keeper) is responsible for ensuring that all required records are maintained, updated, stored securely, and retained for the required period.
- Each staff member / key person is responsible for accurately completing attendance logs, accident/incident forms, medication records for the children in their care.
- Regular (e.g. monthly/quarterly) audits / reviews of records to ensure they are up to date, complete, legible, and stored appropriately



Complaints Policy & Procedure

1. Purpose and Scope

1.1 At Learn Active, we are committed to delivering a high standard of care, education and support to all our learners and stakeholders. We value feedback and view complaints as an opportunity to learn, improve, and resolve any issues in a fair and timely manner. This policy outlines the process for raising concerns and ensures all complaints are handled with professionalism and respect.

We encourage individuals to raise any concerns informally with a member of staff in the first instance, as many issues can be resolved quickly through discussion. If the matter is not resolved satisfactorily or requires further attention, a formal complaint can be submitted. Complaints should be addressed in writing to the Head of Learn Active, providing clear details of the issue and any relevant evidence. Formal complaints will be acknowledged within two working days, and an investigation will be conducted to ensure a thorough understanding of the matter. A written response will be provided within 10 working days, outlining the findings and any actions to be taken. Any complaints made about Learn Active whilst subcontracting for a Council/ Local Authority will be passed to the Local Authority/Council with 2 working days and will have attached actions and feedback.

1.2 The purpose of this policy is to:

- Provide a clear and accessible complaints procedure for parents, carers or others.
- Ensure complaints are handled fairly, promptly and thoroughly.
- Encourage resolution of problems at the earliest possible stage.
- Maintain a written record of all complaints and their outcomes.
- Comply with regulatory requirements set out in the Early Years Foundation Stage (EYFS) and registration requirements under Ofsted.

2. Who Can Complain

2.1 A complaint can be made by:

- Parents or carers of a child attending the setting.
- Other persons (e.g., relatives, guardians) with parental responsibility or clear permission from parents/carers.
- Any other individual, where appropriate, if it relates to the operation of the setting or welfare of children.

3. Definition: Concern vs Complaint

- **Concern / informal complaint** — a minor issue or worry about some aspect of the service, which can often be resolved informally through discussion.
- **Formal complaint** — an expression of dissatisfaction, written or verbal, about an action, lack of action, staff conduct or other services, which requires formal investigation.



4. How to Make a Complaint

Informal complaints / concerns

4.1 We encourage parents/carers to speak first to the child's key-person, room leader or relevant member of staff to resolve concerns quickly and informally.

4.2 Many issues can be resolved this way, without the need for a formal complaint.

Formal complaints

4.3 If the matter is not resolved informally (or if the complainant prefers), a formal complaint can be made in writing (letter or email) to the Setting Manager / designated complaints contact.

4.4 On receipt of a formal complaint, we will:

- Acknowledge receipt in writing (or by email) within **[e.g. 7 working days]**.
- Log the complaint in our Complaints Record.
- Carry out a full investigation of the issues raised.

This policy will be reviewed annually to ensure it remains effective and aligned with best practice.



Information for Parents Policy

1. Purpose and Scope

- 1.1 We are committed to ensuring transparency and good communication with parents and carers.
- 1.2 This policy sets out the information we will provide to parents / carers when their child is enrolled and regularly during their child's placement, in line with our obligations under Ofsted (and, where relevant, the Early Years Foundation Stage, EYFS).
- 1.3 It applies to all parents / carers of children attending our setting, whether full-time, part-time or ad-hoc, and covers initial information at enrolment as well as on-going updates and communication.

2. Information to be Provided to Parents / Carers

On enrolment (or before first attendance), and regularly thereafter, parents / carers will be given (or have access to) the following information:

- **Our setting's written policies and procedures** — including, but not limited to: safeguarding/child protection; complaints; health & safety; record-keeping; behaviour; equal opportunities; illness/infection; medication; privacy/data protection; arrival & collection; risk assessments; emergency procedures; and any others relevant to our provision.
- **Details of children's activities and daily routines** — a description of the range and types of activities, experiences and learning opportunities provided, including educational, play, physical, social, and developmental activities; daily/weekly routines; meal/snack times; opportunities for outdoor play or outings.
- **Information on how the EYFS (or applicable framework/Register) is implemented in our setting** — how learning and care are organised; how parents / carers can be involved; how children's progress will be observed and communicated; how we support all children's welfare, development and learning.
- **Staffing and key-person information** — the name(s) of the person/people responsible for providing care (e.g. manager, key-person), staff roles, staffing structure, and (where appropriate) staff qualifications / first-aid status / suitability and safeguarding credentials (e.g. DBS checks). Parents / carers should know who is caring for their child.
- **Information about how regulation and oversight works — Ofsted's role** — an explanation that we are registered with Ofsted, what that means, how Ofsted regulates childcare providers, their inspection and enforcement role, and how parents / carers can access further information such as inspection reports or raise concerns if they believe standards are not being met.
- **Practical and operational information** — contact details for the setting (address, phone, email), opening hours, session times, fees/payment terms (if applicable), arrival/collection procedures, emergency contact procedure, illness / absence policies, parent responsibilities, consent forms (for medicine, outings, photos etc.), data protection / privacy information (how children's records and parent data are handled/stored, retention periods, access rights).



3. How and When Information Is Provided

- At enrolment (or before first placement) — parents / carers receive a “Parent Handbook & Transition Document” containing all relevant written policies, the description of setting routines & activities, staff/key-person details, registration status and regulator information, practical information, consent forms and communication procedure.
 - When changes occur — we commit to informing parents / carers promptly of any significant changes (staffing, opening times, policies, procedures, premises, fees, safeguarding/health & safety, Ofsted registration status, etc.).
 - On a regular basis (e.g. termly, annually, or as agreed) — we provide updates on activities, routines, staff/ key-person allocation, any changes in policies or practice; also share opportunities for parental involvement, feedback or consultation.
 - Upon request — parents / carers can request copies of any policies, a summary of our activities, staff qualifications / staff-to-child ratio info, and copies of our most recent Ofsted inspection report (if applicable).
-

5. Review & Updating of Information

- All policies, procedures and parent-information materials will be reviewed at least **annually** or sooner if there is a significant change (legislation, guidance, premises, staff, safeguarding requirements etc.).
 - Parents / carers will be notified in writing (or via email / parent noticeboard / newsletter) of any substantial changes.
 - We will encourage feedback from parents / carers — e.g. periodically invite comments, suggestions, or concerns, to ensure the information remains relevant, clear and useful.
-

6. Access to Regulator & Complaints Details

We will clearly give parents / carers contact details for Ofsted (or relevant regulatory body), including how to access the publicly available inspection reports and how to raise concerns if they believe our setting is failing to meet regulatory standards. This will be included in the Parent Handbook / Welcome Pack.



Health and Safety Policy 2026

Learn Active is committed to providing a safe, healthy and secure environment for all children, staff, visitors, and volunteers.

Connor Howlett is our Health and Safety Officer and is responsible for health and safety.

Coaches are staff are responsible for the implementation of this policy and the necessary arrangements and procedures.

All sessions have at least 1 **employee present** who are trained as first aiders.

All **employees**:

- co-operate with supervisors on health and safety matters;
- not interfere with anything provided to safeguard their health and safety;
- take reasonable care of their own health and safety;
- report health and safety concerns to Connor Howlett.

Risk assessments

All activities are risk assessed by both coaches alongside the lead Health and Safety Officer.

A visual risk assessment will be carried out by head coach on arrival of session. Ensuring venue safety and security is adhered to. Any concerns to be raised to **Safety Officer**.

All completed risk assessments are submitted in timely manner to both Local Authorities and the Health and Safety Officer for consideration, filing or other actions as necessary.

Risk assessments are reviewed when activities change or (if there is no change) as noted in the assessment.

Specialist risk assessments are required for the following activities if they are to involve levels of activity or hazard that exceed the limits identified in these policy and procedure documents. These include:

- substances that are hazardous to health (COSHH);
- fire safety
- use of computers and similar equipment (DSE assessments);
- manual handling;
- Intimate care;
- any other occasions that the **Safety Officer** decides.

Safe equipment

A register of all equipment is to be maintained by the Resource coordinator (including maintenance and inspection requirements, including portable appliance testing and insurance examination) and the date of last inspection / maintenance. All equipment is checked by coaches before sessions.



Health, accidents / incidents and first aid provision

Health surveillance is required for employees undertaking coaching roles. The health surveillance will be arranged by the **Safety Officer**, who will maintain the records. Accident will be shared with parents at the time of event, with parents then signing with agreement if they agree that the correct measure were put in place.

The First Aid packs located in our store and will be distributed between both halls prior to session start.

All incidents / accidents and cases of work-related ill health are notified using the accident form. These need to be factual with the correct time and date at the top.

The **Safety Officer** is responsible for reporting injuries, diseases and dangerous occurrences, as appropriate, to the enforcing authorities (using the HSE reporting service).

Security and Visitors

Any visitors must attend with relevant ID checks taken and sign-in on arrival, staff member to escort visitor around and **must not** leave visitor unattended with any child.

Children to be supervised at all times whilst attending provision.

Access points to be monitored and locked when entering/exiting premises. Head coach responsible for gate fob and must not leave unattended.

Incidents and Investigations

The **Safety Officer** is responsible for investigating incidents / accidents. All 'RIDDOR' reportable injuries, diseases and dangerous occurrences are subject to a full investigation whilst minor incidents may be subject to a short format investigation.

Monitoring

All staff are to report any faults, problems or omissions with respect to health and safety, using the company cause for concern link.

Resources

We allocate the necessary resources, both in terms of time and financial resources, to staff appointed to carry out a health and safety role, particularly with regard to the safeguarding and protection of children and vulnerable people.

The Health and Safety officer will ensure:

- (i) The setting of Health and Safety standards and objectives;
- (ii) The allocation of the necessary financial resources;
- (iii) Keeping under review the Health and Safety Policy;
- (iv) Reviewing Company Health and Safety performance.

Name: Connor Howlett

Signed: C.HOWLETT

Date: 03/01/2026

Review: 03/01/2027



Behaviour and Relationship Policy

At LearnActive, we are committed to creating a safe, inclusive, and respectful learning environment where every individual is valued. As a SEND-focused organisation, we recognise the importance of fostering positive relationships and promoting constructive behaviour to support the diverse needs of our learners. We aim to encourage good behaviour through praise, rewards, and recognition, while addressing inappropriate behaviour calmly and empathetically.

Staff are expected to model positive behaviour and build trusting relationships with learners and families. By creating a predictable and structured environment, using visual aids and communication tools, and implementing tailored behaviour plans, we aim to meet the unique needs of each learner. Mutual respect, kindness, and collaboration between learners, staff, and families are at the heart of our approach. Positive reinforcement is a key part of our behaviour strategy, recognising and rewarding learners for their efforts and achievements. In cases of challenging behaviour, preventative measures such as identifying triggers and making reasonable adjustments are prioritised. De-escalation techniques, including the use of calm language and providing time for self-regulation, are essential components of our practice. When incidents do occur, we adopt restorative approaches to reflect on behaviour, repair relationships, and rebuild trust. These strategies are supported by on-going training for staff, ensuring they are equipped with the skills to manage behaviour effectively and compassionately.

Physical intervention is only used as a last resort and in line with legal and organisational guidelines (*TEAM TEACH* accreditation). Learn Active is dedicated to regularly reviewing and improving its behaviour and relationship practices to ensure they remain effective and in line with current best practice. Feedback from learners, families, and staff informs these improvements, as does the monitoring of behaviour data to identify patterns and develop appropriate interventions. This policy is shared with all stakeholders to ensure a unified and collaborative approach to fostering positive behaviour. Through empathy, consistency, and collaboration, we aim to empower every learner to succeed in a supportive and understanding environment.

Signed:

A handwritten signature in black ink, appearing to read "C. Howlett", is placed over a light green rectangular background.



Modern Slavery Statement

LearnActive NW Ltd Modern Slavery Act Statement

Introduction

LearnActive NW Ltd is committed to preventing any form of modern slavery, human trafficking, or exploitation in our business operations and supply chains. This statement outlines the steps we have taken and will continue to take to ensure that modern slavery does not occur within our organisation or supply chain, in line with our responsibilities under Section 54 of the Modern Slavery Act 2015.

Who are we?

LearnActive NW Ltd provides wellbeing support for everybody and works with a variety of stakeholders, including partners, suppliers, and contractors. We are dedicated to ensuring that our business and supply chain operate ethically and responsibly, adhering to all applicable laws and regulations.

INTENT

Our Commitment to the Modern Slavery Act:

LearnActive NW Ltd recognises the importance of taking proactive steps to prevent modern slavery and human trafficking. We are committed to:

Ensuring our staff, contractors, and suppliers are aware of and comply with the Modern Slavery Act 2015.

Maintaining effective systems and controls to identify, prevent, and mitigate risks of slavery and human trafficking within our business and supply chain.

Upholding human rights standards and promoting fair and safe working conditions across all areas of our business.

IMPLEMENTATION:

We have implemented the following measures to ensure compliance with Section 54 of the Modern Slavery Act:

Risk Assessment: We have conducted a thorough risk assessment of our operations and supply chains to identify any areas where the risk of modern slavery might be present.

Supplier Due Diligence: We ensure that our suppliers and contractors comply with the Modern Slavery Act by incorporating anti-slavery requirements into our contracts. Suppliers are also required to provide information about their own anti-slavery policies and practices.



Training and Awareness: All LearnActive NW Ltd employees are made aware of the risks of modern slavery through training programs, enabling them to identify potential issues in our operations or supply chains and take appropriate action.

Reporting and Accountability: We encourage a culture of openness and accountability within our business, providing clear processes for reporting any concerns regarding modern slavery or unethical practices. Any issues reported will be investigated, and appropriate action will be taken.

Monitoring: we commit to:

Continuously review and improve our policies, procedures, and training programs to combat modern slavery.

Work closely with suppliers to ensure that they adopt best practices to prevent modern slavery within their own supply chains.

This statement is made in accordance with Section 54(1) of the Modern Slavery Act 2015 and constitutes LearnActive NW Ltd's modern slavery and human trafficking statement for the financial year ending April 2026

This statement has been approved by the Board of Directors of LearnActive NW Ltd.

Signed: 

Connor Howlett

Director

2026 Statement

By publishing this statement, LearnActive NW Ltd acknowledges its responsibility to comply with Section 54 of the Modern Slavery Act and commits to upholding the highest standards in preventing modern slavery and human trafficking in its business and supply chains.



Referral Policy

LEARNActive is committed to ensuring the safe, effective, and inclusive on boarding of children and young people (CYP) into our sessions. This policy outlines our structured referral process, designed to ensure every child's needs are fully understood, risks are minimised, and a positive, welcoming experience is created.

This referral model is adaptable based on our partnerships with local councils and social services, allowing flexibility while upholding robust safeguarding and operational standards.

Referral Process

Step 1: Referral and Initial Contact

- Referral details, including the child's contact information, are received via the partnering council or social services.
- LEARNActive securely stores the contact details of the child, parent(s)/guardian(s), and any associated professionals (e.g., social workers).

Step 2: Initial Meeting and Information Gathering

- An Initial Meeting is scheduled with:
 - The child's social worker
 - The parent(s)/guardian(s)
- During this meeting, key information is gathered, including:
 - Education, Health, and Care Plan (EHCP) documentation
 - Likes, dislikes, and known triggers
 - Suitability for LEARNActive sessions
 - Additional medical, behavioural, or emotional needs



If necessary, a personalised Risk Assessment is developed based on the information provided to ensure safety, inclusivity, and appropriate support.

Step 3: Registration and System Entry

- Parents will book on to our online booking system: <https://bookwhen.com/learnactive>
- The child's details are securely recorded on our booking system, including:
 - Allergies
 - Known triggers and symptoms
 - Additional needs
 - Medication requirements
 - Emergency contact details
- This information ensures staff are fully prepared to meet the child's specific needs from their first session.

Step 4: Venue Familiarisation and Meet & Greet

- Parents and children are invited to attend an in-person Meet & Greet at the venue.
- The Meet & Greet includes:
 - A tour of the facilities
 - An introduction to key staff members
 - An overview of activities (e.g. obstacle courses, sensory play)
- If an in-person visit is not possible or preferred:
 - Transition Booklet with staff profiles, venue photos, and activity descriptions are shared virtually.
 - A Virtual Meet & Greet may be arranged.

Step 5: 'Come and Try Me' (CAT) Session

- The child and parent are invited to a 'Come and Try Me' (CAT) session:
 - Parents are encouraged to stay for the first hour to provide reassurance.



- Staff closely monitor the child's engagement and comfort.
- If the child settles well, they will be encouraged to participate independently in future sessions through a gradual transition into our sessions. (1 hour>2 hours>3 hours>4 hours).
- Feedback is provided to parents after the CAT session, and any necessary adjustments are made to support the child.

Step 6: On-going Monitoring and Adaptation

- Staff will continuously monitor the child's engagement and well-being in sessions.
- Risk assessments, staff-to-child ratios, and activity plans will be regularly reviewed and adapted to meet the child's needs.
- Parents and social workers will receive regular updates on the child's progress.
- Monthly Newsletter published to all families of activities and important dates to note.
- End of year reports sent out individually with feedback on our sessions bespoke to each learner.

Key Principles of the Referral Policy

- Child-Centred Approach: Every decision is made in the best interests of the child.
- Safety and Inclusion: Robust risk assessments and tailored support plans are in place.
- Flexibility: Processes are adapted to accommodate each child's unique needs.
- Transparency: Parents, social workers, and key stakeholders are informed throughout the process.
- Confidentiality: All information is securely handled and shared on a strict 'need-to-know' basis.

Documentation and Record-Keeping

- Comprehensive records of meetings, risk assessments, individual plans, and session notes will be securely stored in compliance with Data Protection Act 2018 and GDPR regulations.
- Documentation will be regularly reviewed and updated to ensure accuracy and relevance.



Staff Training and Development

- All staff involved in the referral and on-boarding process will receive regular safeguarding training and updates.
- All new staff will attend a compulsory onboarding process.
- Training will cover:
 - Safeguarding training
 - Information gathering and confidentiality
 - Risk assessment procedures
 - Communication with children, parents, and social workers

Continuous Improvement

- Regular feedback loops with parents, children, social workers, and council partners will be maintained.
- Processes, documentation, and practices will be reviewed annually to ensure they remain effective, inclusive, and compliant with current legislation.

Policy Review

Last reviewed: Jan 2026

Next review date: Jan 2027

Designated Safeguarding Lead (DSL): Craig Holcroft

Signed: C. HOWLETT

Date: 03/01/2026



DBS Policy

At LearnActive, safeguarding our clients, staff, and stakeholders is of utmost importance. This DBS (Disclosure and Barring Service) Policy outlines our commitment to ensuring that all employees, contractors, and volunteers undergo the necessary checks to promote a safe and secure environment.

This policy applies to all prospective and current employees, volunteers, and contractors who may work with or have access to vulnerable individuals, including children and adults.

Learn Active is committed to:

- Conducting appropriate DBS checks for all relevant roles as part of the recruitment process.
- Ensuring compliance with legal and regulatory requirements regarding DBS checks.
- Maintaining confidentiality and secure handling of DBS information.

All staff will have at least an enhance check in terms of DBS to be able to work in any capacity.

Enhanced with Barred Lists Check: covers spent and unspent convictions, cautions, reprimands, and final warnings. This check also includes information held by local police, and a check against the barred lists for working with children or vulnerable adults. DBS certificates from previous employers may be accepted only if registered with the DBS Update Service and verified by LearnActive

DBS checks are required for any of our role at LearnActive. They will be reviewed annually and renewed every three years for applicable roles.

Handling DBS Information

DBS information will be handled in accordance with the Data Protection Act 2018 and the DBS Code of Practice. Information will be stored securely, accessed only by authorised personnel, and retained for no longer than necessary.

Roles and Responsibilities

In rare cases where a DBS check reveals concerns, a risk assessment will be conducted to determine the appropriateness of employment in the role.

- **Recruitment Team:** Ensure all necessary DBS checks are completed before employment commences.
- **Managers:** Monitor compliance with this policy within their teams.
- **Employees:** Inform LearnActive of any relevant changes to their criminal record status.



Insurance Policy

Public Liability Insurance:



Confirmation of Liability Insurance

This document may be useful to you when you are asked to provide evidence of insurance to one of your clients.

Policyholder	Learn Active NW
Policy Number	CD93224
Policy Form	Insurance Policy for Clubs and Societies
Insurer	Markel International Insurance Company Limited

Professional Indemnity Insurance

Period of Insurance	01-Mar-2026 to 28-Feb-2027
Limit of Indemnity	£1,000,000
Basis of Cover	Total for all claims made during the period of Insurance

Public Liability Insurance

Period of Insurance	01-Mar-2026 to 28-Feb-2027
Limit of Indemnity	£10,000,000
Basis of Cover	Applies to each claim but in respect of Products Liability is the total for all claims made during the period of insurance

Signed for and on behalf of Markel (UK) Limited:

Date: 01-Mar-2026

Note: This confirmation of insurance is for information purposes only. You should refer to the actual policy document for the binding terms, conditions and exclusions of cover.



Certificate of Employers' Liability Insurance^(a)

(Where required by regulation 5 of the Employers' Liability (Compulsory Insurance) Regulations 1998 (the Regulations), one or more copies of this certificate must be displayed at each place of business at which the Assured employs persons covered by the Certificate)

1. Policyholder	Learn Active NW
2. Policy Number	CD93224
3. Date of commencement of insurance	01-Mar-2026
4. Date of expiry of insurance	28-Feb-2027

We hereby certify that:-

- subject to paragraph 2, the insurance to which this certificate relates satisfies the requirements of the relevant law applicable in Great Britain, Northern Ireland, the Isle of Man, the Island of Jersey, the Island of Guernsey and the Island of Alderney, or to offshore installations in any waters outside the United Kingdom to which the Employers' Liability (Compulsory Insurance) Act 1969 or any amending primary legislation applies(b); and
- the minimum amount of cover provided by this certificate is no less than £10,000,000

Signed on behalf of Markel International Insurance Company Limited (Authorised Insurers)

- (a) Where the employer is a company to which regulation 3(2) of the Regulations applies, the certificate shall state in a prominent place, either that the certificate covers the holding company and all its subsidiaries, or that the certificate covers the holding company and only the named subsidiaries.
- (b) Specifically applicable law as provided for in regulation 4(6) of the Regulations.



Staff Qualifications and Training Matrix Rationale

All staff are required to complete the following initial qualifications before starting their roles as seen in our **Training Matrix** above:

Compulsory:

1. Safeguarding Children (& adults where applicable).
2. DBS Checks
3. Equality, Diversity & Inclusion Training
4. Positive Behaviour Management

Recommended:

5. First Aid
6. Medication Administration Training (when applicable).

Completion of these qualifications is mandatory prior to commencing employment to ensure the highest standards of safety and professionalism.

In addition, staffs are expected to meet the following criteria:

- A minimum level of specialised SEND training to effectively support learners with diverse needs.
- Strong knowledge of SEND frameworks, including the **SEND Code of Practice**, to guide their practice.
- A degree is highly desirable but not essential.

- At least 1-2 years of experience in a similar field, demonstrating the ability to work effectively with individuals requiring additional support.

These requirements reflect LearnActive's commitment to maintaining a skilled and competent workforce dedicated to the welfare and development of those we serve.

<u>Staff</u>	Safeguarding children	Safeguarding Adults	DBS	Equality, Diversity, LGBTQ+ Human Rights
Time Frames >>>	Annual (L2) E	Annual (L2) E	Online System	3 Yearly E
Management				
	03.01.2024	Yes	Yes	11.12.2023
Team Leaders				
	03.02.2024	Yes	Yes	4.3.23
	13.02.2024	Yes	Yes	13.6.23

First Aid (Paediatric)	Medication Administration Training	Food Hygiene	FGM	PREVENT
3 Yearly F2F	Annually F2F	Once E	Annually	Annually
21.03.2022	05.12.2023	Yes	03.01.24	03.01.24
4.6.24	3.3.23			
12.1.24	2.8.23			



Keeping Children Safe online	Mental Health Awareness ALH	Understanding LD&Autism	Risk Assessment	PRICE	GDPR	Diabetes Awareness	Level 1 Football	Level 1 Running	Level 2 Multi-sports	
Annually	Internal - TEAM	As required	Once	Once	Annually	Once				
							14.05.20	2022	15.01.2021	
03.01.24	03.01.24									



Continued Professional Development (CPD) Policy

LearnActive is committed to fostering a culture of continuous learning and professional growth. This CPD Policy aims to provide SEND teachers and coaches at LearnActive with opportunities to enhance their skills, knowledge, and expertise, ensuring the highest standards of education and support for learners with special educational needs and disabilities (SEND).

Objectives

- To ensure all SEND staff are equipped with up-to-date knowledge and best practices.
- To promote reflective practice and professional growth.
- To align individual development with organisational goals and the needs of learners.
- To comply with statutory requirements and frameworks, such as the SEND Code of Practice.

A variety of CPD methods will be offered, including formal training, workshops, peer mentoring, and online resources. CPD activities will be regularly reviewed to ensure their effectiveness and relevance.

Learn Active's CPD Offer for Staff:

Complete a minimum of 30 hours of CPD annually, including mandatory training.

- Participate in at least one training session or workshop focused on specific SEND areas (e.g., autism, ADHD, dyslexia) each quarter.
- Engage in reflective practice by maintaining a professional development log.
- Attend internal training on safeguarding, equality, and inclusive practices.
- Pursue additional certifications or qualifications where appropriate.
- Complete a cycle of Instruction Coaching with a member of staff of your choice and with a specific focus.



LearnActive will provide access to a range of CPD activities, including:

- **Mandatory Training:** Safeguarding, equality, SEND Code of Practice updates, and first aid.
- **Specialised Training:** Courses on assistive technology, differentiated teaching strategies, and behaviour and relationships.
- **Professional Qualifications:** Support for all staff to complete qualifications.
- **Peer Learning:** Regular team meetings, peer observations, and coaching sessions.

Our promise to staff:

- Allocate a CPD budget to support training costs.
- Provide paid time for attending CPD activities.
- Assign Senior Coaches to new staff to guide their professional development.
- Ensure access to an online CPD platform for flexible learning.

Staff promise to LearnActive:

- Staff are responsible for maintaining a record of their CPD activities.
- Line managers will conduct annual appraisals to review CPD progress and identify future training needs.
- Feedback from CPD activities will be collected to assess their impact and improve future provision.

This policy will be reviewed annually to ensure it reflects current legislation, best practices, and the evolving needs of learners and staff.



Accident/Injury prevention, recording and reporting Procedures

We are committed to safeguarding the health, safety, and welfare of all children in our care. While we aim to prevent accidents and injuries through safe practices and supervision, we recognise that accidents can happen. This policy sets out how we prevent, record, manage and report accidents, injuries and incidents to ensure transparency, safety and compliance with regulatory requirements.

Prevention & Supervision

- We carry out regular risk assessments of our premises, equipment, toys, outdoor areas, and activities to identify and address potential hazards.
- Staff are trained/briefed on safe supervision, correct use of equipment, and first-aid procedures. First Aiders on session are highlighted to all staff.
- We ensure appropriate staff-to-child ratios at all times to support adequate supervision.
- All staff (and regular assistants/volunteers) knows how to respond immediately if an accident or injury occurs, including administering first aid, comforting the child, and assessing whether further medical attention is necessary.

Recording Accidents / Injuries / Incidents

- Designated First Aiders on session will be responsible for the treatment of any injuries.
- All accidents, injuries or incidents - however minor - must be recorded in our Accident / Incident Log as soon as is reasonably practicable after the event.
- The record must include at least the following information:
 - Child's full name.
 - Date and time of the accident/incident.
 - Location of where it occurred (e.g. room, play area, outdoors).
 - Detailed description of what happened (how the accident occurred, what was observed).
 - Details of any injury sustained (nature, severity).
 - First aid or care provided (what treatment was given, by whom).
 - Names of any staff or witnesses present.
 - Signature of the staff member completing the form; where required / possible, signature of a witness or another staff to confirm.
 - Parent or carer notification: record that parents/carers have been informed, plus their signature (or a note if informed by phone).
- For head injuries or serious injuries, additional detail or a separate "Head-injury / Serious-Injury" form may be used (with a body map, notes on monitoring, and parent advice).



Communicating with Parents / Carers

- Parents/carers must be informed of any accident or injury involving their child on the **same day**, or as soon as reasonably practicable after the accident.
- When parents collect their child, the staff should show them the accident/incident report and request their signature, acknowledging they have been informed and given details of what happened and what treatment was provided.
- For more serious incidents (e.g. requiring hospital treatment, significant injury, head injury, loss of consciousness, or other major harm) — parents should be contacted immediately (or as soon as possible) and informed that appropriate action is being taken (first aid, medical support, accompaniment if transported, etc.).

Reporting to Authorities & Regulatory Compliance

- In line with regulatory requirements under Ofsted (and where relevant, under RIDDOR / health & safety law), any **serious accident, injury, illness or death** of a child in our care must be notified to Ofsted “as soon as reasonably practicable” and in any event within **14 days** of the incident.
- If required under RIDDOR (e.g. fractures, hospital admission, loss of consciousness, major harm), appropriate statutory reporting will be carried out to the relevant authority (e.g. HSE or local authority).
- A record will be kept of any report made to external authorities, including date of report, who reported, what was reported, and any follow-up action.

Monitoring, Review & Preventive Action

- All accident/incident records are reviewed regularly (e.g. quarterly) by management to identify any patterns or trends (e.g. repeated accidents in the same area, time of day, activity, involving the same children).
- Where patterns or risk areas are identified, risk assessments are revisited and amended, supervision or routines may be changed, equipment repaired/replaced, or additional measures taken to reduce future risk.
- Staff receive feedback and appropriate training as needed to ensure good practice and prevention.

Storage & Retention of Records

- Accident/incident records are kept securely (in a secure digital record) so that only authorised staff can access them, maintaining confidentiality.
- Records are retained for at least the minimum statutory period required by regulation (or longer if advisable) so they can be made available for inspection by Ofsted or other authorities.



Emergency procedures & Fire safety

1. Policy Statement

We are committed to ensuring the safety, health and welfare of all children, staff, visitors and others on the premises in the event of an emergency - particularly fire, but also any other serious incident requiring evacuation or urgent action. This policy sets out our fire-safety and emergency procedures, to minimise risk and ensure effective, calm evacuation or response.

2. Regulatory & Legal Basis

- We comply with the requirements of the Early Years Foundation Stage (EYFS) / childcare-register regulations that require a clear emergency evacuation procedure and appropriate fire detection and control equipment.
- We observe fire safety legislation including the Regulatory Reform (Fire Safety) Order 2005 (or other applicable local fire safety laws), including carrying out fire-risk assessments.

3. Fire Safety & Prevention Measures

- All fire detection and control equipment (smoke alarms, fire alarms, detectors, fire extinguishers, fire blankets, emergency lighting where required) are installed, regularly maintained and tested according to manufacturer's instructions / legal requirements.
- Fire exits are clearly identified, free from obstruction, unlocked (or easily opened from inside), and escape routes are kept clear at all times. Fire doors (if present) are maintained properly.
- Electrical equipment, furnishings, flammable materials, kitchen/gas/appliance hazards, and other identified risks are subject to regular safety checks and risk assessments to reduce fire hazards.
- Staff are trained (on induction and periodically) in fire safety procedures: how to raise alarm, how to evacuate children safely, how to use fire-fighting equipment (if safe to do so), and how to support children with needs or mobility issues during evacuation.

4. Emergency Evacuation Procedure

In the event of fire or other emergency requiring evacuation:

On Alarm / Fire Detection:

- The alarm or whistle will be sounded immediately (or fire alarm triggered). All staff will stop activities, gather children calmly, and follow the pre-arranged evacuation routes to the nearest safe exit.
- Staff will ensure children are accompanied, remain calm, and leave possessions behind — children and staff evacuate immediately.



Assembly & Headcount:

- Once outside, staff will gather children at a designated Assembly Point. The register / attendance list will be used to check all children, staff, visitors are accounted for.
- If anyone is missing, staff will notify emergency services immediately and provide last known location or likely whereabouts.

Contact & Communication:

- The person responsible (e.g. Manager or Fire-Safety Officer / designated lead) will call the Emergency Services (e.g. 999) as soon as it is safe to do so.
- Parents / carers will be contacted as soon as possible to inform them of the incident and action taken. (If the incident affects collection, delay, or causes closure.)

Return or Closure:

- Children and staff will remain at the assembly point until the building is declared safe by the fire authority. Staff will only allow re-entry when safe.
- If the premises are unsafe, alternative arrangements for care or collection will be implemented and parents notified.

5. Fire Drills & Practice

- Fire drills will be conducted regularly (at least once every half-term, or more frequently if risk assessment suggests) to ensure children and staff are familiar with evacuation procedures.
- Fire drill procedures (routes, exits, assembly point, staff roles) are clearly displayed in each room / area.
- After each drill, a record will be kept: date/time, who participated (children/staff/visitors), how long evacuation took, any problems encountered, and actions for improvement.
- The fire safety policy and evacuation procedures will be reviewed at least annually, or whenever premises, staffing or layout change, or after any incident or drill that reveals weaknesses.

6. Other Emergencies — Broad Emergency Procedures

In addition to fire, this policy covers other emergencies — for example: flood, gas leak, structural damage, intrusion/ break-in, or any event making the premises unsafe.

- For any such event requiring evacuation or lockdown, staff will follow the same evacuation / safety procedures as for fire (use nearest safe exit, gather children, headcount, call emergency services, inform parents/ carers).
- All emergency contact details (children's emergency contacts, parents/carers, local emergency services, nearest hospital, children's GP details) are maintained up to date and readily accessible to staff.



- First aid equipment and supplies are maintained and accessible; staff trained in first aid respond to any injuries or medical emergencies.

7. Roles & Responsibilities

- The registered Provider / Manager (or designated Fire-Safety Officer) is responsible for ensuring this policy is implemented, kept up to date, reviewed, and that fire-safety equipment and procedures meet statutory / legal standards.
- All staff — including part-time, volunteers, newcomers — must be familiar with fire / emergency procedures. Induction includes fire safety briefing, and refresher briefings are held periodically (e.g. each term).
- Staff are responsible for daily safety checks: exits are clear, fire doors not obstructed, equipment in place, and that children are supervised safely.
- During evacuation: staff must stay calm, guide children safely, perform a headcount, and report to the designated lead.

8. Communication with Parents / Carers & Visitors

- On enrolment (or first visit), parents / carers are informed of the fire and emergency procedures (displayed, explained, included in Parent-Handbook / Welcome Pack).
- Procedures are explained to all visitors, contractors — staff ensure visitors are aware of nearest exits and assembly point, especially during events, open days, etc.
- If any changes to the premises, layout, exits, or procedures occur, parents are notified promptly.

9. Record Keeping & Review

- Fire drill records, equipment maintenance logs, risk assessments, inspection certificates, and any incident reports are kept securely and retained for a minimum period (as per regulation / insurer recommendations).
- The policy is reviewed annually (or sooner if changes occur), and after any real emergency or fire-drill revealing issues.
- Any new staff, volunteers or regular visitors receive training and briefing on fire and emergency procedures.



Medication Administration Policy

Purpose

LearnActive is committed to ensuring the safe administration of medication to individuals under its care while maintaining compliance with all applicable regulations.

Medication Administration Procedures:

- Only trained and authorised staff may administer medications.
- Written consent from a parent/guardian (if applicable) is required before medication is administered.
- Prescription Medications: Must be provided in original packaging with a pharmacy label that includes the participant's name, dosage, prescribing physician, and administration instructions.
- Over-the-Counter Medications: May only be administered with written consent from a parent/guardian and per dosage guidelines.
- Self-Administration: Participants who require self-administration must have documented approval from a healthcare provider and a signed agreement from a parent/guardian (if applicable).
- Emergency Medications: Staff will be trained in administering emergency medications such as epinephrine auto-injectors or inhalers when needed.

Storage and Security

- Medications must be stored in a locked, temperature-controlled location.
- Refrigerated medications must be stored separately from food and beverages.
- Expired or unused medication must be returned to the parent/guardian or properly disposed of per regulatory guidelines.

Documentation and Record-Keeping

- Any medication errors or adverse reactions must be reported immediately and documented.

Staff Training and Compliance

- Staff responsible for administering medication must complete training in medication safety, emergency response, and documentation procedures.
- Refresher training will be conducted annually or as needed.
- Any staff member who fails to adhere to this policy may be subject to disciplinary action.

Emergency Procedures

- In case of an adverse reaction or medical emergency, staff must immediately contact emergency services and notify the participant's emergency contact.
- An incident report must be completed and submitted to management within 24 hours.

Policy Review

This policy will be reviewed annually and updated as necessary to comply with regulatory requirements and best practices.



Food & Nutrition / Meal Time Policy

We are committed to providing children in our care with meals and snacks that are healthy, balanced, and safely prepared — supporting their growth, development, wellbeing and enjoyment of food. We recognise mealtimes as a key part of their daily routine, offering nourishment and opportunities for social interaction, learning and positive eating habits.

We also commit to high standards of food safety and hygiene, and ensure that all food — whether prepared on-site or supplied by external providers — is handled responsibly, meets dietary needs (including allergies / intolerances / cultural requirements), and is served in hygienic conditions.

Nutrition and Meal Planning

- We aim to provide meals and snacks that reflect a balanced diet, including a variety of foods from different food groups (e.g. proteins/meat or alternatives, dairy or alternatives, grains/starchy foods, fruits and vegetables) in accordance with guidance for early years nutrition.
- Menus are planned in advance (e.g. weekly or on a rolling three-week cycle), reviewed regularly, and adapted to reflect children's dietary needs, cultural or religious preferences, and seasonal ingredients.
- Before a child begins at the setting, we obtain written information from parents / carers about any special dietary requirements: allergies, intolerances, cultural / religious dietary preferences, vegetarian / vegan diets, or other relevant health or medical requirements.
- This dietary information is kept up to date and shared with all staff who may prepare or serve food, to ensure safe and appropriate meals for each child.
- Children are never forced to eat — we respect their preferences and appetites. We encourage trying new foods, but understanding that children may need time to adjust. New foods may be offered several times, without pressure.

Food Hygiene & Safety

- All staff who prepare or handle food hold a valid, recognised Food Hygiene Certificate (e.g. Level 2 Food Hygiene for Early Years) or equivalent training — this ensures competence in safe food handling, storage, and preparation.
- If we engage any external company or third-party provider to supply meals, we vet them to ensure they:
 1. Are registered with the relevant local authority / environmental health / food-safety regulator, and hold a satisfactory food-safety rating;
 2. Provide meals that meet our nutritional standards, dietary requirements of children, and are appropriately labelled (allergens, contents, date, storage instructions).
 3. Have appropriate procedures for safe food delivery, storage, serving and reheating (if applicable).
- Food preparation and serving areas (kitchen or food-prep areas) are kept clean and hygienic. Surfaces, utensils, crockery and cutlery are washed with hot soapy water (or dishwasher if appropriate) before and after use. Crockery/utensils that are chipped or cracked are discarded.



- Staff follow strict personal hygiene: wash hands thoroughly before and after handling food; wear protective clothing/aprons and wash hands after handling raw food; cover any cuts or sores on hands and avoid food handling if ill.
 - Food (including packed lunches from home) is stored appropriately — perishable items chilled, labelled (child's name, date), and checked for allergens before serving. If packed lunches are provided by parents, we still ensure safe storage upon arrival.
 - Drinking water (fresh) is available and accessible to all children throughout the day. Meals and snacks include healthy drink options (milk, water) rather than sugary drinks.
-

4. Mealtime Practices & Supervision

- Mealtimes and snack times are structured, calm and social occasions where children are encouraged to enjoy their food, learn table manners, and engage in conversation — creating a positive, family-style atmosphere.
 - Children wash their hands with soap and warm water before eating, and after toileting or any messy play — staff support and encourage this hygiene behaviour.
 - Staff sit with children while they eat, particularly younger children or those needing support — to supervise, assist if necessary, and act as role models for healthy eating and good manners.
 - Portions are appropriate to children's age and appetite; children are encouraged to eat, but not forced — respecting their hunger cues and preferences.
-

5. Allergies, Intolerances & Special Diets

- Upon enrolment, parents/carers complete a form declaring any allergies, intolerances, cultural or religious dietary needs, or other dietary preferences for their child. This information is reviewed periodically and updated as needed.
 - We keep a clear record of special diets and ensure that meals served to those children comply strictly with these requirements (no cross-contamination, correct ingredients, separate preparation if needed).
 - Before serving any meal/snack, staff check each child's individual dietary needs to ensure safe provision.
 - Parents are consulted regarding menus and any proposed changes, particularly where dietary requirements or cultural practices are relevant.
-

6. Record-Keeping and Communication with Parents/Carers

- Menus are planned in advance and a copy is shared with parents/carers (e.g. via noticeboard, email, Parent Handbook). Parents have access to the menu and can request details of ingredients or ask for modifications.
- We record which meals and snacks each child has eaten (especially useful for children with special diets, or during weaning/transition periods). Parents/carers are informed daily/regularly about their child's eating — what they had, how much, any refusals or issues.

- If parents supply packed lunches, we provide guidance on safe packing (e.g. avoiding allergens, balanced nutrition, clearly labelled items), and ensure safe storage on arrival.

7. Food-Related Incident & Safety Procedures

- If there's any suspicion of food-related illness (e.g. food poisoning) affecting two or more children or adults, we will notify the relevant local authority/environmental-health department and, where required, our regulator.
- Staff are vigilant to choking risks — food is prepared and served in age-appropriate sizes and textures, and children are supervised at all times during eating.

8. Responsibilities & Staff Training

- The Registered Provider / Manager is responsible for ensuring this policy is implemented, reviewed regularly, and that all staff and any external meal providers comply with its standards.
- Any staff member who handles or serves food must have a recognised Food Hygiene Certificate (or equivalent) before undertaking these tasks.
- Where meals are supplied by an external the Manager ensures that the company valid food-safety rating, provides safe, and complies with all dietary and requirements.
- All staff receive induction and ongoing hygiene, allergen awareness, safe serving of meals/snacks, and supervision



company / caterer, is vetted — holds a nutritious meals, allergen

training in food preparation and during mealtimes.

9. Review of Policy

- This Food & Nutrition / Mealtime Policy will be reviewed annually (or sooner if there are changes to legislation, guidance, or changes in the setting's circumstances — e.g. new external meal provider, changes to children's dietary needs, or a food-safety incident).
- Any changes will be communicated promptly to parents / carers, and a copy of the updated policy will be included in the Parent Handbook / Welcome Pack.



Personal Care Policy

We are committed to ensuring that toileting, nappy-changing and personal care for children in our care is carried out in a safe, hygienic, respectful and dignified manner. We aim to maintain high standards of hygiene to protect children's health, prevent infection, and respect each child's dignity and privacy.

This policy covers nappy-changing, toileting, potty training, intimate/personal care and associated hygiene practices for all children at our setting, whether in nappies or toilet training/independent.

Principles & Values

- We respect children's dignity, privacy, and comfort at all times during intimate or personal care.
- Children's individual needs - including cultural, developmental, medical or SEND needs - will be considered and accommodated.
- Personal care will always be delivered by appropriately vetted staff (e.g. with enhanced DBS if required), and in line with safeguarding and welfare requirements.
- Hygiene and infection control will be strictly maintained before, during and after all toileting or nappy-changing/personal care.
- Children will be encouraged, as appropriate to their age and development, to participate in personal care and hygiene (e.g. handwashing) to foster independence.
- Clear communication with parents/carers will ensure consistency between home and the setting, and respect for children's routines and preferences (e.g. use of wipes/cream, familiar toileting routines).

Procedures & Practices

Nappy-Changing / Toileting & Potty Training

- Learn Active staff policy to always have at least 2 staff changing.
- Nappy-changing or toileting assistance will take place only in a designated changing / toilet area, which keeps dignity for the child in the zone where nobody can enter or see into.
- Staff will wear disposable gloves (and disposable mask where necessary) for each nappy change or toileting accident/personal care task.
- Before and after each nappy change or toileting assistance, staff must wash their hands thoroughly using warm water and soap, and dry with disposable towels (or use hand sanitiser



if hand-washing facilities are not immediately available, though hand-washing remains the preferred option).

- The changing mat (or surface) will be cleaned/disinfected after each use.
- Soiled nappies, wipes or other contaminated waste will be disposed of in a lidded, foot-operated bin; bins will be emptied regularly and in line with hygiene guidelines.
- For toilet training: children will be supported and encouraged to use the potty or toilet, with routines guided by both the setting and parent/carer preferences. Spare clothes should be provided by parents, and children's privacy and comfort respected.

Intimate / Personal Care (Beyond Nappies)

- Staff must explain to the child, using age-appropriate language, what will happen before undertaking any intimate care task, and obtain the child's cooperation and consent wherever possible.
- Only staff who are trained and approved (DBS-checked / appropriate for intimate care duties) will carry out personal care tasks.
- If a child is able to do parts of the personal care independently, staff will encourage and support that independence.
- For children with additional needs or SEND, individual intimate/personal care arrangements will be agreed with parents/carers (and, if relevant, health professionals), reviewed regularly, and documented.

Hygiene & Infection Control

- Children's and staff's hands will be washed before meals and snacks, after toileting or nappy-changing, after outdoor play, and at other appropriate times (e.g. after sneezing or nose-wiping) to reduce infection risk.
- Toilet areas, potties, nappies, bedding/linen, and changing surfaces will be cleaned regularly and disinfected after use. Bedding and cloth linen will not be shared between children; used laundry will be washed at high temperature and stored separately.
- Separate cleaning cloths, towels or wipes should be used for each child; tissues or wipes used for nose-blowing or other personal care must be disposed of immediately after use. Utensils, cups or bedding must not be shared.

Communication with Parents / Carers

- Parents/carers will be provided with a copy of this hygiene & toileting/intimate care policy and will be asked to sign permission.



- Parents/carers must supply labelled nappies, wipes, creams, spare clothes, and any other items required for their child, unless the setting agrees to supply them. Spare clothes should be provided for accidents or toileting incidents.
- The setting will inform parents/carers on a daily/regular basis (or immediately) of any toileting accidents, nappy changes (especially if soiled), skin issues (e.g. nappy rash), or other personal care concerns.

Safeguarding & Children with Additional Needs

- This policy must be read alongside our Safeguarding / Child Protection Policy. Any concerns (unexplained marks, bruises, discomfort, child distress, reluctance to receive care) must be reported immediately to the designated safeguarding lead and follow safeguarding procedures.
- For any child with SEND, medical needs, continence issues or disabilities — we will draw up an individual care plan (with parents/carers and, where appropriate, health professionals) outlining how intimate care will be managed safely and sensitively.
- Staff working with children requiring intimate or personal care must receive training on hygiene, confidentiality, safeguarding, and the child's individual care plan.

Record Keeping & Review

- Written parental consent for intimate care will be obtained on enrolment.
- A record will be kept of each nappy change or toileting support provided during the child's time in our care.
- Any accidents, skin issues (e.g. rashes), or concerns will be documented, and parents/carers informed.
- This policy will be reviewed at least annually, or more frequently if there are changes in staff, premises, children's needs, or regulatory guidance (e.g. changes to EYFS requirements).

Signed:

Connor Howlett
Director & Safety Officer – Learn Active

Craig Holcroft
Director & DSL – Learn Active

Date: 01/05/2026

Date: 01/05/2026

Reviews date: 03/01/2027



Positive Handling Policy

(Team Teach Approach)

Learn Active is committed to creating a safe, respectful, and supportive environment for all children, young people, staff, and visitors. We recognise that behaviour is a form of communication and aim to support children through positive relationships, understanding, and proactive strategies.

This policy is based on the principles of the Team Teach approach, promoting:

- De-escalation
- Positive behaviour support
- Least restrictive practice
- Respect and dignity
- Reasonable, proportionate, and necessary responses
- The reduction of restrictive physical intervention wherever possible

Physical intervention will only ever be used as a last resort when there is an immediate risk of harm to the child, other children, staff, or significant property damage.

The aims of this policy are to:

- Promote positive behaviour and emotional regulation
- Reduce the need for restrictive physical intervention
- Ensure the safety and wellbeing of all children and staff
- Provide clear guidance for staff responding to distressed or dysregulated behaviour
- Ensure all interventions are lawful, proportionate, reasonable, and necessary
- Support children with additional needs, disabilities, and mobility requirements safely and respectfully

This policy operates in line with:

- Children Act 1989 & 2004
- Education and Inspections Act 2006
- Equality Act 2010
- Health and Safety at Work Act 1974
- Human Rights Act 1998
- SEND Code of Practice



- Team Teach principles and guidance
- Ofsted safeguarding requirements

Team Teach Principles

Learn Active adopts the Team Teach philosophy that:

- 95% of behaviour support should be based on de-escalation and relationship building
- Physical intervention is a last resort
- Any intervention must use the least restrictive option for the shortest possible time
- Positive handling should maintain dignity, safety, and communication throughout
- Restrictive interventions should never be used as punishment

Staff will prioritise:

- Calm communication
- Reassurance
- Giving space
- Diversion and distraction
- Negotiation and choices
- Removing triggers or audiences
- Supporting emotional regulation
- Planned withdrawal from situations where safe to do so

Definition of Positive Handling

Positive handling may include:

- Reassurance and supportive presence
- Guiding or escorting
- Supporting movement safely
- Redirecting behaviour
- Protective physical intervention where absolutely necessary

Positive handling does NOT include:

- Punishment
- Deliberate pain
- Humiliation
- Excessive force
- Restrictive holds that impair breathing



- Ground restraint
- Any intervention likely to cause injury or distress unnecessarily

When Physical Intervention May Be Used

Physical intervention may only be used:

- To prevent injury to the child or others
- To prevent serious damage to property
- To prevent a child leaving a safe environment where doing so places them at risk
- To respond to dangerous or high-risk behaviour where de-escalation has failed

Physical intervention will:

- Be proportionate to the risk presented
- Use minimum force necessary
- Be for the shortest duration possible
- Be ceased immediately once risk reduces

Where possible, only staff trained in Team Teach positive handling techniques will undertake restrictive physical interventions.

All staff will:

- Receive behaviour and safeguarding training
- Understand de-escalation strategies
- Understand their duty of care
- Follow individual behaviour support plans and risk assessments

Team Teach accredited staff will:

- Maintain valid certification
- Follow Team Teach guidance and approved techniques only
- Attend refresher training as required

Positive Behaviour Support & De-escalation

Staff should attempt proactive and supportive strategies before considering physical intervention, including:

- Verbal reassurance



- Calm communication
- Offering choices
- Giving processing time
- Reducing sensory stimulation
- Changing environment
- Removing audience/triggers
- Redirecting activities
- Supporting emotional regulation
- Transfer to another trusted adult

Children with identified needs may have:

- Positive handling plans
- Individual risk assessments
- Sensory regulation plans
- Behaviour support strategies

These will be shared with relevant staff.

Wheelchair Users & Children with Mobility Needs

Learn Active is committed to ensuring the dignity, safety, and independence of wheelchair users and children with mobility needs at all times.

Staff will:

- Seek consent and communicate clearly before assisting where possible
- Respect personal space, dignity, and independence
- Follow manual handling guidance and risk assessments
- Use safe moving and handling practices
- Ensure wheelchairs are never used as a form of restraint or punishment
- Avoid sudden movement of wheelchairs unless required for immediate safety
- Ensure wheelchair brakes, positioning, and supports are used appropriately
- Use trained staff where moving and handling assistance is required

Where a child has specific physical or medical needs:

- Individual handling plans may be created
- Parents/carers and professionals will be consulted
- Risk assessments will identify safe support strategies

Physical intervention involving wheelchair users will only occur:



- Where absolutely necessary for immediate safety
- Using the least restrictive approach possible
- In line with moving and handling guidance

Recording & Reporting

All incidents involving restrictive physical intervention or significant positive handling must be:

- Recorded as soon as possible and within 24 hours
- Reported to management
- Shared with parents/carers where appropriate

Records should include:

- Date, time, and location
- Staff involved
- Child involved
- Antecedents/triggers
- De-escalation attempts used
- Type of intervention used
- Duration
- Outcome
- Injuries or medical concerns
- Follow-up actions

Patterns of behaviour or repeated incidents will trigger:

- Review of risk assessments
- Review of support plans
- Further staff support/training
- Parent/carer meetings where necessary

Post-Incident Support

Following any incident:

- The child will be supported to regulate and recover
- Staff involved will receive support and debrief
- Parents/carers will be informed where appropriate
- Reflection and restorative approaches will be used
- Future preventative strategies will be considered



Safeguarding

Any use of physical intervention will always:

- Prioritise the child’s welfare
- Be monitored by management
- Be reviewed where necessary

Concerns regarding inappropriate handling or practice will be managed under safeguarding and whistleblowing procedures.

Monitoring & Review

This policy will be reviewed annually or sooner if:

- Legislation changes
- Team Teach guidance changes
- Safeguarding incidents occur
- Operational needs require review

Name: Connor Howlett – Team Teach
Foundation Trainer

Review Frequency: Annual

Next Review Date: 03/01/2027





Equality, Diversity & Inclusion Policy

Equality of opportunity is fundamental to good practice, in which fairness of opportunity for all is a basic right. LEARNACTIVE is fully committed to eliminating unlawful and unfair discrimination and values the differences that a diverse workforce brings.

LEARNACTIVE will not discriminate because of age, disability, gender identity/reassignment, gender dysphoria, transgender, marriage and civil partnership, pregnancy and maternity, race (which includes colour, nationality and ethnic or national origins), religion or belief, sex or sexual orientation. It will not discriminate because of any other irrelevant factor and will build a culture that values meritocracy, openness, fairness and transparency. As an educational establishment, we are well positioned to support not only children, but our staff and the communities we serve. It is our aspiration to build a culture where difference is valued, understood and respected.

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require organisations to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

LEARNACTIVE has an equality, diversity and inclusion action plan that goes beyond our statutory requirements, and in developing this policy the Department for Education (DfE) guidance as we work in schools: The Equality Act 2010 and organisations have also been considered. To ensure transparency, and to assist in the performance of this duty, the Equality Act 2010 (Specific Duties) Regulations 2011 require public authorities, to publish:

- equality objectives, at least every four years
- information to demonstrate compliance with the public sector equality duty annually

This policy represents a commitment to a common set of values and objectives. All employees are responsible for the promotion and advancement of this policy. Behaviour, actions or words that transgress the policy will not be tolerated and could be managed in line with LEARNACTIVE's Disciplinary Policy and Procedure.

The outcomes of this policy are to:

- develop an ethos which respects and values all people
- actively advance equality of opportunity
- prepare pupils to embrace a life in a diverse society
- promote good relations amongst people within the communities within which we work
- eliminate all forms of unfair indirect and direct discrimination, bullying, harassment, victimisation or other oppressive behaviour across LEARNACTIVE
- deliver equality and diversity through our LEARN ACTIVE and organisation policies and procedures.



Arrival & Collection Policy

Learn Active endeavors to ensure that all children are collected by a parent or carer at the end of each session. If a child is not collected, and the parent or carer has *not* notified us that they will be delayed, we will follow the procedure set out below:

Up to 15 minutes late

- When the parent or carer arrives they will be reminded that they must call Learn Active to notify us if they are delayed.

Over 15 minutes late

- If a parent or carer is more than 15 minutes late in collecting their child, the manager will try to contact them using the contact details on file.
- If there is no response from the parent or carer, messages will be left requesting that they contact the session immediately. The manager will then try to contact the emergency contacts listed on the child's registration form.
- While waiting to be collected, the child will be supervised by a member of staff. A minimum of 2 members of staff to stay with the child.
- When the parent or carer arrives they will be reminded that they must call Learn Active to notify us if they are delayed, and that penalty fees will have to be charged (except in exceptional circumstances).

Over 30 minutes late

- If the manager has been unable to contact the child's parents or carers after 30 minutes, the manager will contact the local Social Care team for advice.
- The child will remain in the care of the Learn Active staff, on the premises if possible, until collected by the parent or carer, or until placed in the care of the Social Care team.

Managing persistent lateness

The manager will record incidents of late collection and will discuss them with the child's parents or carers. Parents and carers will be reminded that if they persistently collect their child late they may lose their place at the Club.

In all cases of late pick ups, please contact Line Managers to log as a cause for concern.

Useful contacts for staff:

Contact **Craig Holcroft, 07593 312734** / learn@activenw.co.uk, who will contact the services.

Alternatively, if this is not possible then contact **Connor Howlett, 07832 635131** / learn@activenw.co.uk



Missing child Policy (on premises only)

We are committed to the safety, security and welfare of all children in our care. We maintain rigorous supervision, record-keeping and premise's security to minimise the risk of a child going missing. If a child is found to be missing, we will act immediately according to this policy to locate the child swiftly, inform parents / carers, and review procedures to prevent recurrence.

Prevention & Supervision

- We keep an accurate attendance register - recording every child's arrival and departure.
- Entry and exit points are kept secure and supervised so that no child can leave unnoticed, and no unauthorised person can gain access without staff awareness.
- All staff are aware of the need to supervise children appropriately to ensure their safety and security.

Procedure When a Child Is Missing

1. The first staff member to notice the child is missing raises awareness immediately and informs the Manager (or nominated person).
2. While other children remain supervised, staff conduct an immediate and thorough search of the entire premises - including all rooms, toilets, exits, outdoor areas (grounds/garden), and any potential hiding places.
3. The attendance register is checked to confirm the child was signed in and has not already been collected.
4. If after a prompt and reasonable search (e.g. within 10–15 minutes - or your setting's agreed timeframe) the child is not found, the Manager calls the police and reports the child as missing.
5. The child's parents / carers are notified without delay, given full details (when and where last seen, what they were wearing, etc.), and asked to come to the premises.
6. All available staff continue the search while awaiting police and parents. Other children remain safely supervised throughout.

After the Incident — Record & Review

- A full written record must be made as soon as possible: date/time, when the child was last seen, where, details of search, which staff were involved, what actions were taken, when police/parents were contacted, outcome.
- This record is kept securely and made available to appropriate authorities or regulators if required (e.g. for inspection).
- Once the child is found (or incident resolved), we review our supervision practices, premises security (doors, gates, access controls), risk assessments, and procedures — making necessary changes to prevent future occurrences.



Staff Responsibilities

- All staff must be familiar with this policy and know their role in a missing child situation.
- Staff must ensure accurate registers are always kept.
- The Manager (or designated lead) has overall responsibility for coordinating the response, contacting police and parents, and leading the post incident review.

Ofsted certificate

		
Registration Number 2868298	Registration Date: 24 November 2025	
LearnActive NW LTD	Company Number: 15518668	
85 Makerfield Drive Newton-le-Willows WA12 9WA		
LearnActive NW LTD, as the registered person, is registered as a provider of childcare on non-domestic premises on the compulsory part of the Childcare Register and the voluntary part of the Childcare Register at: LearnActive NW LTD Urmston Primary School Urmston M41 5AH		
Setting Reference Number: 2868299 Approval Date: 24 November 2025		
The registered person must comply with the requirements for the Childcare Register.		
For more information about registered providers, please go to the relevant pages on our website at www.gov.uk/ofsted .		
 Sir Martyn Oliver His Majesty's Chief Inspector		Date: 24 November 2025
Setting URN 2868299		

SIGNED:

A handwritten signature in black ink on a light yellow background. The signature is cursive and appears to read 'C. Howlett'.

NAME: Connor Howlett – Director / Craig Holcroft – Director

DATE: 03/01/2026

All Policies to be reviewed January 2027.