

Holiday Activities and Food (HAF) Programme

Programme Partner Toolkit



Holiday Activities and Food (HAF) Programme

Programme Partner Toolkit

Contents

Aims of the Programme	3
Forms to Support Your Programme	4
Registration Form	5
Including Your Child – All About Me	11
Quality	14
Food, Nutrition and Nutritional Education	15
The Eatwell Plate	19
The Quest for Fun!	20
Everyone Counts!	25
Updated Guidance from the DfE for HAF Programme Partners – Highlights	28
Special Educational Needs and Disabilities (SEND)	31
Special Educational Needs and Disabilities (SEND) Reflection Tool	32
Safeguarding	50
Safeguarding Information and Training	51
Holiday Activities and Food (HAF) Programme Safeguarding Tool	54
Uncollected Child	56
Lost or Missing Child	57
Staff Induction Checklist	58
Training	66
Food Champion Training	67
Wellbeing and Mental Health	67
Activ8All	68
Loose Parts	69
Forest School	69
Introduction to Play and Playwork	69
Play Theory into Practice	70
Den Building	70
Using Resources Sustainably	70
Organisations Where You Can Get Additional Information and Support	71

Aims of the Programme

There are many benefits for children who attend the HAF Programme. We want to encourage all HAF Programme partners to deliver a high-quality experience that will result in children:

- receiving healthy and nutritious meals
- maintaining a healthy level of physical activity
- being happy, having fun and meeting new friends
- developing a greater understanding of food, nutrition and other health-related issues
- taking part in fun and engaging activities that support their development
- feeling safe and secure
- getting access to the right support services
- returning to school feeling engaged and ready to learn.

Families can also benefit when HAF Programme partners include their needs in planning and delivering their programme. This could be through:

- providing opportunities to get involved in cookery classes
- ensuring they are signposted towards other sources of information and support, such as health services or employment and education opportunities.

To apply to become a HAF Programme partner in Kent, application forms, guidance notes and information webinars can be found on our [website](#).

This toolkit provides HAF programme partners with documents and guidance which will support them in developing and delivering a high-quality HAF Programme

Forms to Support Your Programme

Registration Form

Name of HAF Programme: _____

Contact person for families: _____

Details for child:

Child's details:

Forename(s): _____

Surname: _____

Date of birth: _____

Male

Female

First language: _____

Any other languages: _____

Nationality: _____

Ethnicity: _____

Religion: _____

Would you like us to join in any religious celebrations with you? YES / NO

If yes, please specify _____

Details for Parent(s)/Carer(s):

Name of main parent/carers: _____

Contact number(s): _____

Parental Responsibility YES/NO

Name of second parent/carers: _____

Contact number(s): _____

Parental Responsibility YES/NO



Main home address:

Postcode: _____

Email address

Second parent/carer address (if different)

Postcode: _____

Email address

Does your child live at the main home address YES/NO

Work address of main parent/carer (if applicable):

Work telephone number: _____

Work address of second parent/carer (if applicable)

Work telephone number: _____

Emergency Contact Numbers

We require two names, addresses and telephone numbers of emergency contacts (**other than the parents/carers**).

Please be aware, before the contacts stated below can collect your child, we will need to receive an email of confirmation that they are collecting and they will need to bring their proof of identification, unless we are familiar with that person. If we are not familiar with this person and we have not received confirmation and they do not have identification, your child will not be released. The emergency contacts will also need to be aware of your child's password to collect your child.

Name of 1st contact: _____

Telephone number: _____

Address:

Name of 2nd contact: _____

Telephone number: _____

Address:

Please provide a **password** for collection: _____

Medical Information

Please give us full information if your child has any dietary requirements:

Please give us full information if your child has any known allergies:

Please give us any other medical information that we will need to know to care effectively for your child:

Please give us brief details of any additional needs that your child has or may have (we will be in touch to complete full details so that we can ensure we offer your child all the support that they may need to access the HAF Programme):

Doctor's name, address and telephone number:

In the event of an accident requiring emergency hospital treatment, I authorise the Manager/Deputy Manager or person in charge to give consent for treatment to

_____ (child's full name)

Signed: _____ (parent/carer)

Date: _____

Is your child known to Social Services or an Early Help professional? If yes, please give the name of the professional supporting you:

HAF Programme Policies and Procedures

A full set of policies are available for you to view at _____
Please feel free to have a look, any suggestions are always welcome. The policies are reviewed on a regular basis.

Face Paint Policy

If we have a party or a celebration of some kind, the children may like to have their faces painted. Because of possible allergies we need to have your permission to do so.

I do/do not give consent for my child to have their face painted at the programme.

Name: _____

Signature: _____ Date: _____

Sun Protection and Safety Policy

When the warm weather comes, please apply sunscreen to your child before they come to the HAF Programme. If your child needs to have sunscreen applied regularly, they will need to bring their own sunscreen with them, labelled with their name. If your child is not able to apply sunscreen independently, we need your consent to help them to do this. We would also like you to send in a sun hat for your child to wear to protect them from the effects of the hot sun.

I have read and understood the Sun Protection and Safety Policy.
I do/do not give permission for someone to help my child to apply their sunscreen.

Name: _____

Signature: _____ Date: _____

Sickness/Diarrhoea and Chicken Pox Policy

If your child has got sickness or diarrhoea your child must be off for 48 hours after their last bout of sickness or diarrhoea.
If your child has chicken pox, they cannot attend the setting until their spots have dried up and scabbed over.

I have read and I understand the Sickness/Diarrhoea and Chicken Pox Policy

Name: _____

Signature: _____ Date: _____

Photography Policy

We may take photographs of your child taking part in the HAF Programme.

I do/do not give consent for my child to have their photograph taken at the programme.

Name: _____

Signature: _____ Date: _____



Outings Policy

We may take the children out in the local area. We need permission to be able to take your child on an outing if the occasion arises.

I have read and I understand the Outings Policy

Name: _____

Signature: _____ Date: _____

Collaborative Working

Which school does your child attend?

.....

It is important for your child that we work collaboratively with your child's school, and any other professionals that work with your child, to ensure that your child has continuity of care and consistency from those who support them.

Considering the above statement, are you happy for us to share information with the school and other professionals who support your child?

Yes/No

Thank you for completing this form. We hope that your child enjoys their time at our HAF Programme.

Kent Holiday Activities and Food Programme (HAF)

Including Your Child – All About Me

Please complete the information with your child to help us provide staff and resources that will meet your child’s needs during their time with us.

This information will support our conversations with you and your child, programme partners and staff to enable us to plan for your child, and to ensure that any required training for staff is in place.

All About Me

My name is:

.....

I like to be called:

.....

My date of birth is: I am years old

My family are:

.....

My pets are:

.....

My hobbies are:

.....

Things that help me to settle in new places are:

.....

.....

Important Things About Me

I may need extra support in the holiday programme because (for example, I need visual supports to help me understand what is happening, I need time to process instructions, eating is hard for me, I will need someone to support me at mealtimes etc)

.....

.....

Tell us about your health needs or medication requirements so that we fully understand and can support you during your time with us:

.....



Medication that I will need to have available is:

..... **Dose and time**

Tell us about any allergies you have:

.....

The Best Ways to Support Me

I find it difficult to communicate when:

I use the following ways to help me to communicate (eg British Sign Language, Makaton, my own signs, lip reading, etc):

.....

My behaviour may change if:

.....

When this happens, you can support me by:

.....

.....

I may need support to (for example, make friends, go to the toilet, help me understand the timetable for the day, change activities, access outdoors etc):

.....

At mealtimes I like to:

.....

When I need some time on my own, I like to have:

.....

.....available.

My School

I go toschool.

The school Special Educational Needs Coordinator (SENCO) is:

.....



Contact number is:

Services or agencies supporting me, and my family are:

1.
2.

Other information that I would like you to know:

.....
.....

I give my consent to the programme manager to contact people who support my child to ensure that my child's needs are fully met:

Signed

Date

Programme partner additional information following a conversation with the child and the parent/carer:

.....
.....
.....



Quality

Holiday Activity and Food (HAF) Programme

Food, Nutrition and Nutritional Education

An integral part of children and young people's growth and development is the quality and variety of food and nutrition they have access to. In Kent approximately 46,000 children and young people are accessing benefits-related free school meals. This means that during the school holidays they are more likely to experience food insecurity and potentially have limited access to regular nutritional, well-balanced meals.

Included in this document there are a variety of links to websites to support partners to meet the food and nutrition requirements for the HAF Programme delivery. This is by no means an exhaustive list and programme partners should also carry out their own research, training, and processes to support their practice.

School Food Standards

As part of the HAF Programme criteria for funded places, programme partners must provide at least one meal a day (breakfast, lunch or tea) and all food provided at the programme (including snacks) must meet school food standards. The School Food Standards are intended to help children develop healthy eating habits and ensure that they get the energy and nutrition they need across the whole day. They are the benchmark that the Department for Education (DfE) has used as part of the criteria for funding the HAF Programme. The guidance for the School Food Standards provides a broad range of information and links to websites that will support partners in their food provision.¹

The School Food Standards state that: 'Eating in school should be a pleasurable experience: time spent sharing good food with peers and teachers. It is just as important to cook food that looks good and tastes delicious; to talk to children about what is on offer and recommend dishes; to reduce queuing; and to serve the food in a pleasant environment where they can eat with their friends. As a general principle, it is important to provide a wide range of foods across the week.

Variety is key – whether it is different fruits, vegetables, grains, pulses or types of meat and fish. Children love to hear the stories behind their food. Use fresh, sustainable and locally sourced ingredients (best of all, from the school vegetable garden) and talk to them about what they are eating. Although this is written in the context of schools, the same will apply to the HAF Programme across Kent. This will be considered when applications are submitted, and monitoring of programmes is undertaken.

The provision of meals and snacks may vary between programme partners; however, the expectation from the DfE is that most meals served by programme

partners (or third-party food providers commissioned by the programme partners to produce meals and snacks) will be hot, but it does recognise that there will be occasions when this is not possible and that a cold alternative may be used. It is important to purchase, prepare and provide foods that constitute a varied, well-balanced nutritional meal. This means that careful consideration needs to be given to deciding what food to purchase. There will be a cost which will be considered in the funding but there are also organisations such as FareShare that programme partners can access for further support, for example, direct regular access to supermarket surplus food items, no cost implications for your organisation and an opportunity to build a relationship with your local supermarket. [2.](#)

All food provided as part of the programme must comply with regulations on food preparation and hygiene and must meet the requirements of the Environmental Health inspections for the Food Hygiene rating scheme. Those people who are preparing and serving food should complete relevant food safety training. [3.4.5.](#)

When welcoming children and families into the HAF Programme, it is vitally important that programme partners obtain as much information about children and young people as possible. Partners must have up-to-date records of children and young people's health, allergies, dietary requirements, and preferences as well as any religious or cultural requirements for food. Developing positive and respectful relationships with families and gathering all relevant information prior to opening will support partners in their planning and preparation of meals. It will also help to ensure that the food meets the individual dietary and nutritional needs of all the children and young people accessing their programme. Some parents, carers and families may not be able to give this information to partners in a written format; it is important that partners take this into consideration when asking for details and respectfully offer support where appropriate. [6.7.8.](#)

Nutritional Education

Programme partners must include an element of nutritional education each day, which must be aimed at improving the knowledge and awareness of healthy eating for children and young people. These do not need to be formal learning activities; they can be integrated throughout the day. The following are example activities.

- Getting children involved in food preparation and cooking including their meals or snacks, with partners/staff giving them information, guidance, and support where appropriate.
- Cooking activities onsite with menus, recipes and/or enough food to take home to cook and share with families.
- Growing fruit and vegetables, even in grow bags or small pots, which they can either keep at the programme or take home with growing and care instructions.

- Taste tests of a variety of foods, including discussions about where the food comes from, how it is produced and how the food can be included in everyday snacks and meals.

Programme partners must include age-appropriate discussions and education regarding what constitutes a balanced nutritious meal. This can be done by using resources such as the Eatwell Plate with supporting information and guidance regarding nutrition and health.



These sessions should also teach children and young people the basic principles of hygiene and safe practices when preparing, cooking, and storing food.

There are many websites such as 'Food a Fact of Life' that give partners an extensive range of resources and activities to support children and young people's knowledge and understanding of food and nutrition. [9,10](#).

Engaging Families

To further enhance and support children, young people and families' knowledge of nutrition, programme partners are expected to offer at least weekly training and advice sessions for parents, carers or family members, which provide advice on how to source, prepare and cook nutritious, low-cost food. This aspect of the criteria will take a lot of thought and planning. Programme partners should consider how they will offer this element of their programme in a respectful, inclusive way that does not stigmatise or patronise parents, carers, families or their children and young people. If face-to-face engagement is difficult, it is down to the programme partners to establish more creative ways of supporting and advising parents, carers and families. Examples may include providing daily or weekly information online or hard copies of food programmes for families which include affordable menus or recipes, and where to purchase the food at low cost. Providing links to websites with supporting material, useful resources and support groups also provides information.



Families could come in to share a cooking activity with children and young people with coaching from a staff member. Providing a recipe with a box of ingredients for the family to cook together is another creative way of supporting families at home. [10,11,12.](#)

Nutrition

- There are a range of [recipe cards](#) as well as a [cooking tips toolkit](#) available to download.

KCHFT (Kent Community Health Foundation Trust)

KCHFT has a list of available training here: <https://www.kentcht.nhs.uk/about-us/training/>

Their Food Champion and Diabetes trainings are free of charge – more details here: <https://www.kentcht.nhs.uk/course/food-champion-programme/> and <https://www.kentcht.nhs.uk/course/diabetes/>

Useful Websites:

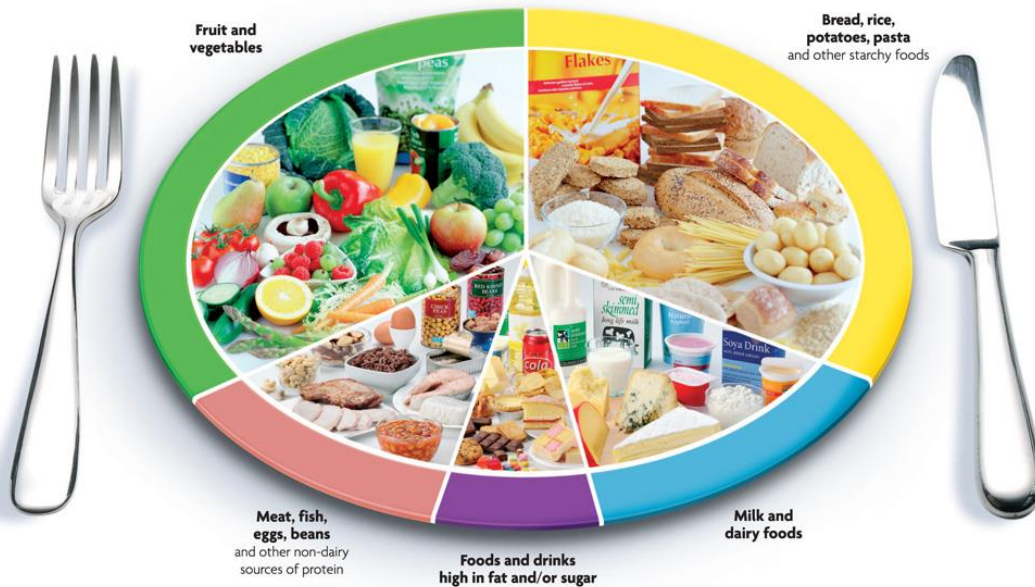
1. <https://www.gov.uk/government/publications/school-food-standards-resources-for-schools>
2. <https://fareshare.org.uk/fareshare-centres/kent/>
3. <https://www.food.gov.uk/business-guidance/registering-as-a-food-business-charity>
4. <https://www.food.gov.uk/business-guidance/safer-food-better-business-sfbb>
5. <https://www.food.gov.uk/business-guidance/online-food-safety-training>
6. <https://www.food.gov.uk/safety-hygiene/food-allergy-and-intolerance>
7. <http://whatworkswell.schoolfoodplan.com/articles/category/16/catering-for-special-diets>
8. <http://archive.foodfactoflife.org.uk/Sheet.aspx?siteId=19§ionId=135&contentId=819>
9. <https://www.foodfactoflife.org.uk/>
10. <http://whatworkswell.schoolfoodplan.com/articles/category/32/growing-fruit-and-vegetables>
11. <https://www.nidirect.gov.uk/articles/healthy-eating-children>

12. <https://www.nidirect.gov.uk/articles/tips-healthy-lunchbox>
13. <https://www.kent.gov.uk/social-care-and-health/care-and-support/benefits/homeessentials-in-a-crisis/find-a-foodbank>
14. <https://wellbeinginfo.org/self-help/wellbeing/>
15. www.food.gov.uk
16. <https://www.citizensadvice.org.uk/>

The Eatwell Plate

The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



Holiday Activities and Food (HAF) Programme

The Quest for Fun!

In providing a HAF Programme we want to help you to make it a fun experience for all involved: staff, children, and families. Here are some thoughts, ideas, and information that you may find helpful.

Risk and a Can-do Attitude!

We all have a responsibility to keep children safe, but this is sometimes done to the detriment of children's play. The [Play Scotland website](#) will support you to provide a rich environment and help you to understand risk-benefit. There are signposts to several documents that you may find useful in your planning.

Health and safety are often cited as reasons not to offer some play opportunities. The [HSE and play](#) from the health and safety executive will support you to get it right.

Resources – Emporium

We have a wealth of creative and enriching resources for HAF Programme partners in Kent through our resource loan centre called Emporium. It has a wide range of resources which can be hired, including resources for Forest School (such as outdoor cooking sets and hammocks) and resources for groups of children. There is an out of school section on the website and there are additional resources in other places. They are delivered and collected by a dedicated team who work hard to ensure that all requirements, including COVID-19, are met.

The 2022 HAF Programme partners are being offered a free gold level Emporium membership. If you would like more information or would like to borrow more resources, please contact [Emporium](#) for further information. There is a Contact Us section on their website. Emporium can be contacted by email or by telephone:

Emporium@theeducationpeople.org

Tel: 03301 651 160

Please be aware that resources will need to be booked as soon as possible so that delivery timetables can be arranged.

Open-ended Play

Providing a range of open-ended play supports children of all ages and all abilities to play in their own way and for their own reasons. This is part of the [Playwork Principles](#).

Training: We will be offering training around Loose Parts which will support you to develop your play opportunities for the children. Community Playthings have further [training resources](#).

Start Collecting

General

For example, pallets, nets, sheets, hammers and nails, drills and saws, rope, tarpaulin, string, logs, carpet tubes, a range of wood and wooden blocks (you may be able to borrow some blocks from schools).

Arts and Crafts

- A range of card or paper of various sizes and quality, including tissue paper and crepe paper.
- Pastels, charcoal, and other colouring resources.
- Junk modelling – a good range of boxes, ribbon, plastic containers, fruit bags, tubes, and other things that can be recycled into junk models.
- Adhesives – for example, masking tape, Sellotape, glue, Pritt Stick.
- A range of paints, for example, household testers, glass paint, neon paint, bubble paint, acrylics, oils, watercolour, poster paint.
- A range of mediums for children to work with, for example, clay, Modroc, playdough, water, sand, moon dough.
- Natural resources for children to use in artwork, for example, twigs, leaves, driftwood, stones, flowers that can be dried, flowers to make perfume.
- A range of supporting resources, for example, rice (which can be coloured and used for a variety of projects), pasta, and sand which can be used to provide texture.
- A range of fabric and fabric paints and pens which can be used for a variety of activities including T-shirts and tie-dye and making backdrops and props for artistic performances.
- Small stones, buttons, wiggly eyes, pipe cleaners, cotton wool, fabrics, sequins, glitter, beads, shells, paper plates, magnets, and fir cones are all useful resources for art and craft.

Dance, Music, and Drama

- Resources for children to use when creating dances, for example, ribbons, sticks, hats, dressing-up (COVID-19 restrictions allowing).
- A range of music from a variety of cultures, and a variety of styles, including classical, jazz, and popular music.



- A range of musical instruments and resources for children to make their own musical instruments.
- Ways to record music that children make.
- Spaces that can be used; these may be created using large boxes that have been purposed, stage blocks, or open spaces.

Fun Staff Guides

If your staff are new to the HAF Programme and to Playwork there is a series of books called the [Buskers Guides](#) which are short, fun, and informative. They include books on Playwork, inclusion, risk, participation, playing out, and behaviour.

Physical Activities

There is a wealth of resources available to support with this. We will be offering a training session to help with ideas, and which supports you to include all children.

Making Food Fun

Food and nutrition are part of the programme, but this can be done in a fun and creative way. [Countryside Classroom](#) has resources around teaching cooking and nutrition, food as well as other useful information.

The Children

The programme is for the children and their families. If you can, include the children in planning the day-to-day activities; maybe they could choose a name for the programme, or for their group. Talk to the children regularly to gain their views and ideas and offer them areas of responsibility. Listen to the children by offering them a feedback board with post it notes or similar.

Follow the children's interests where possible; this will ensure that children are listened to and respected. Where possible extend the choice of play on offer and give children and young people the time and the freedom to explore the choices on offer. Consider how you can support children's independence and build their self-esteem.

Local Resources

Consider using local people, companies, and groups to come in and do something in their area of interest. Skills may range from knitting, singing, first aid and Forest School to looking after animals, pottery, and painting. The possibilities are endless and will enrich the programme for your children and families.



The Natural Environment

Consider how you can encourage children's engagement with the natural environment by having magnifying glasses, cameras, microscopes, telescopes, and other science-based resources to excite their interest.

Have resources for children to grow their own plants, vegetables, and food, for example compost, pots, and seeds.

Let children climb trees, make dens, build campfires, and use Forest School techniques to equip children to enjoy the outside space.

Encourage children to build habitats for animals, for example, wormeries and bird boxes. Invite local groups to come in and talk about the natural environment.

The Wider Community

Invite local community groups, for example, youth groups, drama groups, and church groups, to come in and talk about what they do, especially if they have free membership so that children can become involved with community groups after the programme has finished.

External Activity Providers

If sports are not your area of expertise, or cooking with groups makes you anxious, or art and craft is not your specialism, consider linking up with local organisations that can help you. You do not have to do everything in-house; you can have a project partner who delivers some aspects of the HAF Programme requirements either with you or for you.

The HAF Programme Team is here to help so please do not hesitate to get in touch.
KentHAF@theeducationpeople.org

Useful Websites:

1. <https://www.playscotland.org/play/playful-learning/managing-risk-play-provision/>
2. <https://www.hse.gov.uk/entertainment/assets/docs/childrens-play-july-2012.pdf>
3. <https://www.theeducationpeople.org/our-expertise/early-years-childcare/emporium/>
4. <https://play.wales/playwork/the-playwork-principles/>
5. <https://www.communityplaythings.co.uk/learning-library/training-resources/i-made-a-unicorn>
6. https://www.amazon.co.uk/s?k=buskers+guides&i=stripbooks&ref=nb_sb_noss



7. <https://www.yourschoolgames.com/active-recovery/>
8. <https://www.ltl.org.uk/>
9. <https://www.countrysideclassroom.org.uk/resources>
10. <https://www.rspb.org.uk/reserves-and-events/reserves-a-z/>
11. <https://www.wildlifetrusts.org/visit>
12. <https://www.naturefriendlyschools.co.uk/free-resources>

Holiday Activities and Food (HAF) Programme

Everyone Counts!

Valuing and respecting our children and families is at the heart of the HAF Programme. This key principle is fundamental to the concepts of equality of opportunity and access. This means that discrimination does not exclude them and that steps are taken to identify and remove stigmas and barriers that may affect eligible children, young people, and their families right from the start of the programme.

Programme partners must consider equality and diversity in everything that they do. Tackling and reducing stigma and discrimination around food insecurity and those accessing free school meals plays an important part in working towards the improved life chances and opportunities for children and young people and their families.

In line with The Equality Act 2010¹ all programme partners should consider how they take positive steps to ensure that they provide a safe, caring environment that promotes equality of opportunity and values diversity.

To realise the objectives of creating a positive environment that welcomes everyone and is free from discrimination and stigma, programme partners should consider the following points.

- How they ensure that all children and young people, including those with special educational needs and disabilities (SEND), will be included and supported with reasonable adjustments made for them.
- Working with families, schools and outside agencies already working with these children and young people will enable them to be supported throughout the whole programme.
- How they ensure that the programme is open and available to all eligible families, children, and young people in the local community.
- Ensure that issues of socio-economic, ethnicity, culture, nationality, religion, gender, language, sexual orientation, and disability do not inhibit a child, young person, or family from fully accessing the programme.
- Treat all children, young people and their families with equal concern and value.

¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/570382/Equality_Act_2010-disability_definition.pdf



- Have regard for the promotion of understanding, respect and awareness of diversity and equality of opportunity in planning and implementing programme activities.
- How they ensure that all members of staff are aware of, and understand, the equal opportunities policy as it relates to all aspects of work as well as have a positive attitude to, and understanding of, inclusion.
- Encourage programme staff to act as positive role models for children by displaying and promoting tolerant, respectful behaviour, language and attitudes and challenging any discriminatory behaviours or incidents.
- Programme partners may wish to access further training for their staff to ensure that inclusion is embedded in practice.
- Support children and young people's belief in themselves, promoting self-esteem, a sense of belonging and high aspirations.

What is Stigma?

Oxford dictionary definition:

Negative feelings that people have about particular circumstances or characteristics that somebody may have.

If negative feelings that people have towards families experiencing food insecurity or families accessing benefits, including free school meals, are not challenged stigma can lead to stereotyping and discrimination. Research from the Child Poverty Action Group demonstrates that children and young people feel that they are judged, bullied, and excluded because of stigma.

Every aspect of the HAF Programme needs to be carefully planned and organised to ensure that partners are very clear about how they are going to reduce stigma and ensure that equality of opportunity and inclusion is a thread that runs throughout. The following are some points to consider and implement.

- Working with the school the children and young people attend. This is an important part of reaching eligible children. The school Special Educational Needs Coordinator (SENCO), Family Liaison Officer (FLO) or office managers will not only be able to help to signpost eligible children and families to you, but they may also be able to give programme partners information and guidance relating to what support or agencies are involved with children, young people, and families. Please remember that you will need to ask permission from families for this information to be shared. This should be requested and carried out through a respectful, inclusive process.
- Building respectful, positive relationships with families will foster trust and engagement. From the start, programme partners must work with families to gain information that is key to supporting children and young people in the programme. Please be mindful that completing forms and reading induction information in written format or online may not be the most inclusive way to gain information. Think of alternatives that will not make the families feel



different and make this clear in all your marketing and information given to families prior to the programme starting, for example, inviting families in to verbally discuss the information required or offer a named staff member to help complete the documentation required. This will ensure that all children and young people are kept safe, that staff understand how to support them and that all their needs are met.

- Anti-discriminatory practice applies to environments, resources, practice, policies, and procedures. To ensure that barriers to inclusion are identified and addressed, consideration must be given to these key aspects.
- Reasonable adjustments must be made to environments and resources to enhance participation, and practice must reflect positive attitudes to individual children and young people, their circumstances and needs.
- Getting to know them is vital to delivering a programme that excites, engages, and enriches their experiences so that they feel they belong and are valued.
- Resources and equipment provided must be appropriate to individuals, and careful consideration must be given to ensure that they are not stereotyping or discriminatory in any way. For example, consider whether your art materials and drama resources reflect the culture and familial background of participants.
- Have cultural and religious requirements been considered in your physical activities, as well as their physical abilities?
- Does the programme and the staff team foster an ethos that everyone can develop their talents, skills, and knowledge and that no one receives less favourable treatment than another, ensuring that everyone is treated as an individual?
- It is important that staff skills, attitudes, knowledge and understanding of inclusive, anti-discriminatory practice, challenging discrimination and bias, and reducing stigma is up to date and in line with policy and practice.
- Having knowledgeable, welcoming staff can act as a bridge between the families, children and young people and the wider community. Staff induction to the ethos, policies and procedures of the programme is a must and further training may be required to enhance knowledge and understanding. The Education People's Early Years & Childcare Service offers a broad range of training opportunities².

² <https://www.theeducationpeople.org/our-expertise/early-years-childcare/threads-ofsuccess/the-threads/thread-7-equality-and-inclusion/>

Families know and understand the characteristics and needs of their children and young people the best. It is down to the programme partners to ensure that they are respected, included and that they feel welcomed and valued in all aspects of the HAF Programme. *“Inclusion is not a matter of political correctness. It is the key to growth”.* Jesse Jackson *“Let’s stop believing that our differences make us superior or inferior to one another”.* Con Miguel Ruiz

Updated Guidance from the DfE for HAF Programme Partners – Highlights

Office for Health Improvement and Disparities

The Office for Health Improvement and Disparities (OHID), **formerly Public Health England**, has a range of totally free orderable and downloadable nutrition and physical activity resources that may be useful for HAF Programme providers and aid the running of sessions. These include:

Nutrition:

- There are a range of [recipe cards](#) as well as a [cooking tips toolkit](#) available to download.

Physical Activity:

- You can order [10 minute shake up cards](#) that can be used in sessions or to send home with children that include 12 Disney-themed activities that get children active.
- [12 Disney themed 10 Minute Shake Up activity cards](#) designed especially for HAF Programme providers to help run physical activity sessions and get kids active.
- [Play leader activity pack](#) that encourages children to lead other children in activities.
- [PE lesson plans](#) which are perfect for quick warm up activities or wet play sessions.

Further free resources are available on the [Campaign Resource Centre](#) and [School zone](#) , so be sure to check them out.



British Nutrition Foundation:

Free education resources for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating, and teacher training. Recipes – to support learning about handling a range of ingredients, food skills and cooking techniques. [Recipes – Food – a fact of life](#).

Activity suggestions and resources to use to engage with parents and carers.

[Parental engagement – Food - a fact of life](#)

Full Time: Get cooking with Marcus and Tom

Marcus Rashford and Tom Kerridge have set up 'Full Time: Get Cooking with Marcus & Tom'. They want to help give children and families the skills and confidence to cook good, proper food in their own kitchens, using the equipment available to them. They hope to encourage children and their families to be creative, have fun and spend valuable time together cooking and eating.

As part of the year-long programme, Tom Kerridge has created 52 easy recipes. They are available in various forms from selected supermarkets every Sunday morning. Each recipe will also feature a QR code linking to the [Full Time Instagram page](#) where users can access tutorial videos. Parents are encouraged to try the recipes and share their results via Instagram using the hashtag **#fulltimemeals**. [FULL TIME MEALS - TOM KERRIDGE](#)

Kitchen Social's Response to the 'Take & Make' Initiative:

Taking inspiration from the recipe kit box phenomenon, Take & Make aims to get children in London learning to cook in their homes and spending time with siblings and parents. The initiative was designed in direct response to the COVID-19 crisis allowing healthy food to be delivered to homes regardless of the lockdown status. [Kitchen Social - Take and Make \(mayorsfundforlondon.org.uk\)](#)

HAF Alliance:

This organisation has created useful top tips and lists of organisations to approach in order to support physical activity in their HAF Programme.

[HAF Active](#)

Nature Friendly Schools:

Lots of free resources that can be used to help children and young people spend more time getting closer to nature: [Free Resources | Nature Friendly Schools](#)

Girlguiding UK:

Girlguiding has a number of activities for different age groups that can also be used in HAF Programmes:

4-7 years old

- Make your own optical illusion with some simple materials: [rainbows_trickandturn.pdf \(girlguiding.org.uk\)](#)
- In small groups, make the sounds of a rainstorm using yourself as a musical instrument: [rainbows-sounding-stormy.pdf \(girlguiding.org.uk\)](#)

7-10 years old

- Build your own obstacle course and test your first aid skills: [brownies_first-aidinthe-field.pdf \(girlguiding.org.uk\)](#)
- Transform odd socks into your very own characters to make a story: [brownies_oddsocks.pdf \(girlguiding.org.uk\)](#)

10-14 years old

- Make your very own bird feeder using an orange: [guides_citrusfeeder.pdf \(girlguiding.org.uk\)](#)
- Test your tastebuds and make your own food dip: [guidestwist-that-dish.pdf \(girlguiding.org.uk\)](#)

14-18 years old

- Make your own can cooker, perfect for when you need to heat food up outdoors without an oven: [rangers_cancooker.pdf \(girlguiding.org.uk\)](#)
- Fact or fiction? Play this game in groups to find out which is true or make believe: [rangers_factorfiction.pdf \(girlguiding.org.uk\)](#)



Special Educational Needs and Disabilities (SEND)

Kent Holiday Activities and Food Programme (HAF)

Special Educational Needs and Disabilities (SEND) Reflection Tool

Introduction

The key aims of the **SEND Reflection Tool** is to enable children and young people with SEND to flourish, develop, learn and participate by encouraging the best use of available resources, minimising barriers, and building a culture of collaboration.

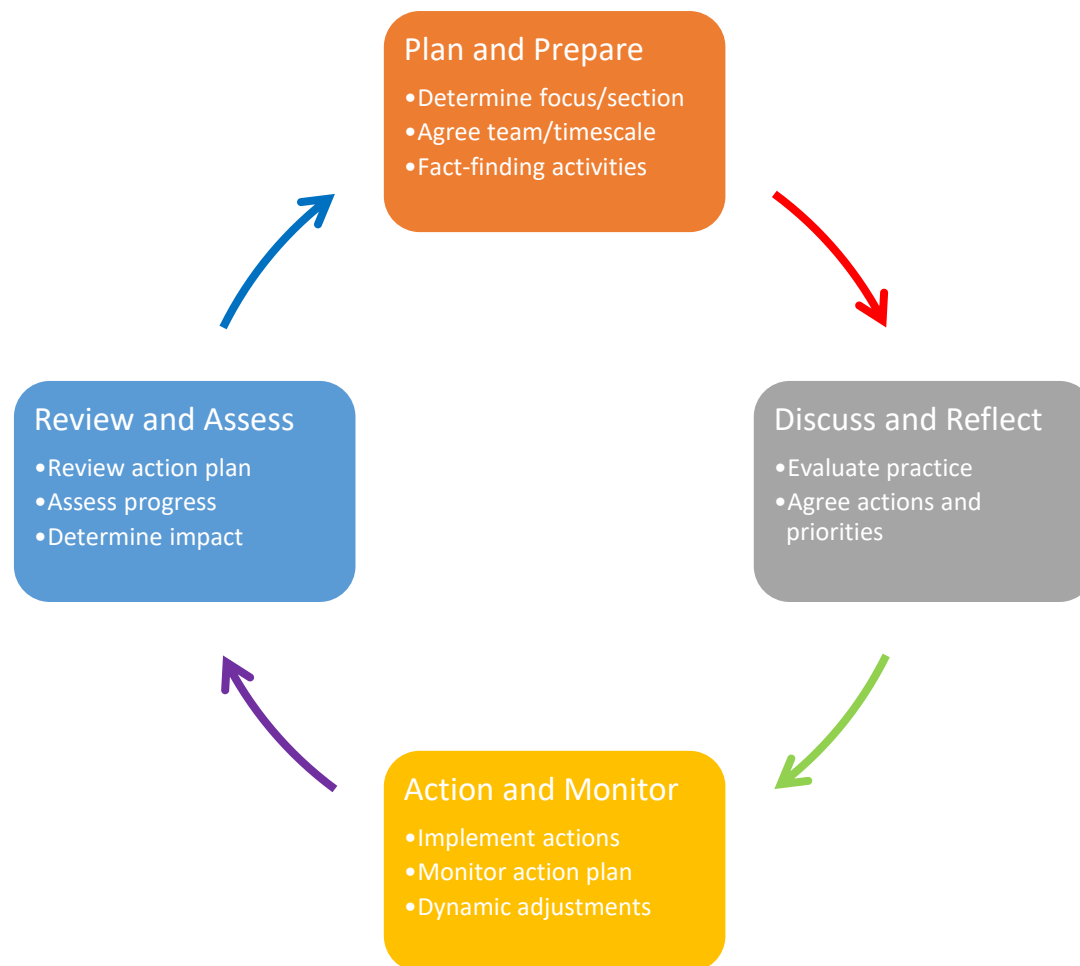
The **SEND Reflection Tool** has been designed to be used by all staff working with children and young people in Programmes providing the Kent Holiday and Food Programme (HAF). The tool will enable you and your team to reflect on your current inclusive practice, and to support you to identify your Programme's key strengths and areas for development.

The tool provides a starting point to reflect on the quality of your current practice, and the impact that it has for children and young people with SEND. Completing the **SEND Reflection Tool** will provide you with an opportunity to self-evaluate aspects of your team's SEND knowledge, practice, and provision. The process of self-evaluation can help you and your team to identify priorities for future development, for improving the quality of provision for children and young people with SEND.

The SEND Code of Practice (2015) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/426273/SEND_Code_of_Practice_0_to_25_years.pdf) and the Kent SEN inclusion statement sets out a vision that aims to make sure that every child and young person in our Programmes, whatever their circumstance or ability, has a sense of belonging, feels respected, and is valued for who they are. [SEN Inclusion Statement \(kelsi.org.uk\)](https://www.kent.gov.uk/education/SEN-inclusion-statement)

The SEND Reflection Tool and Your Quality Improvement Cycle

The SEND Reflection Tool has been designed as an ongoing working document to support your practice and could be included in your Quality Improvement Cycle as depicted by the diagram below. More details on each section can be found on the following pages.



Plan and Prepare - Fact-finding Activity




The reflection process can be managed in bite-sized sessions. You will want to undertake a fact-finding review prior to your reflective discussions in the form of observations, and a review of paperwork and policies. This will include feedback from children, young people, parents and other stakeholders. You will also need to decide who will take over all responsibility for coordinating this work.

A programme should be agreed in advance so that people are available to participate.

Getting Started

The tool is set out in best practice sections. To get started you will need to consider the statements in the first column of your chosen section and together with your team, or as an individual, begin the reflection process.

Consider each statement and make a judgement as to whether you are confident that the practice is:

	Not yet in place	All staff/volunteers know that the practice is either not in place at all or is in the very early stages of development.
	Partly in place	All staff/volunteers know the practice is in place but are aware that there is still work to do in order to ensure consistency of practice and that it is embedded across the team.
	In place	Always in place and regularly monitored across the team.

You will need to write a short description of the rationale used to illustrate why you have chosen the judgement **Red-Amber-Green (RAG)** rating, which should be supported by the fact-finding activities undertaken prior to completing the **SEND Reflection Tool**.



This will provide the opportunity for you to start to build a complete picture of the quality of your knowledge, practice and provision for children and young people and should provide your Programme with priorities for future development.

Discuss and Reflect

This tool has been designed to provide flexibility in how it is used and completed. The tool can be completed individually, as a group during team and/or room meetings or during supervision meetings for example. Each section is made up of a series of reflective statements which are there to guide and support the evaluation of your current practice.

You may choose to complete the whole reflection tool in its entirety, or alternatively you could reflect on one section or an individual statement.

The SEND Reflection Tool is straightforward to complete.

- It presents a series of statements and asks you to **RAG** rate each of them.
- It then asks you to consider the evidence that you have gathered to support your judgement. This is where most of the discussion will be focused.
- Then the SEND Reflection Tool asks you to identify key priorities that need to be addressed in your programme.
- The priorities you identify will enable you to develop an action plan.




Action and Monitoring – Making the Change

The action plan template at the end of each section can be used to demonstrate how you are going to maintain or improve identified areas.

In time the **SEND Reflection Tool** will become a working document that is continuously revisited. You will want to monitor your action plan and you may wish to record the date that each reflection and consequent **RAG** rating is made, enabling you to identify progress made since the last reflection. It will also allow you to monitor and maintain any green **RAG** ratings, to ensure consistent inclusive practice throughout your programme is maintained.

Section One: Leading SEND Practice

Everyone involved in the Programme shares a commitment to inclusion

Statements for reflection	RAG rating			What informed the rating?	How could this be improved?
					
All staff/volunteers are highly responsive, thinking and adapting practice to be a resource to individual or groups of children/young people, intervening, offering support, or working as a team, as appropriate.					
Staff have access to training around SEND and other equality and diversity matters and reflect on how their own attitudes may impact on children, young people and their families.					
Staff show an awareness of the barriers to accessing play-based activities, and understand that attitudes, environment, routines and policies may disadvantage some children with SEND.					
Owners/trustees/governors/directors scrutinise the setting's SEND practice to ensure it is implemented and is having a measurable impact on children.					



The whole staff team is involved in the regular review of SEND policies and procedures.					
Seeks appropriate support, advice and guidance from parents, colleagues, and other professionals from Kent SEND/children services.					

Action Plan <i>Decide on your key priorities</i>			
Action (What do you need to do to improve your SEND practice?)	Responsibility (Who will be responsible?)	Timescale (When do you want to achieve it by?)	Impact (What was the impact of your action?)

Section Two: Whole Team Approach

‘The programme has a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well.’ Adapted from SEND Code of Practice, 1.31

Statements for reflection	RAG rating			What informed the rating?	How could this be improved?
All staff know, understand, and implement their collective responsibility under the SEND Code of Practice (2015) to meet the needs of all children, young people and their families.					
There is a clear process in place to ensure the individual needs of children are communicated effectively to all staff across the programme.					
All staff know and understand the systems in place which enable them to support the specific requirements of individual children.					



Action Plan
Decide on your key priorities

Action (What do you need to do to improve your SEND practice?)	Responsibility (Who will be responsible?)	Timescale (When do you want to achieve it by?)	Impact (What was the impact of your action?)

Section Three: Working with Children, Young People and Families

'Ensure decisions are informed by the insights of parents and those of children themselves.' SEND Code of Practice, 1.25

Statements for reflection	RAG rating			What informed the rating?	How could this be improved?
Each family feels welcomed and valued as being knowledgeable about their child/young person, with a continuing role in supporting staff to enable their child to feel safe, involved and included.					
Admission and settling-in processes are comprehensive and inclusive to meet the individual needs of the child or young person and their family.					
Staff act on information given by families to prepare for a child or young person before admission.					
There are effective channels of communication in place that enable parents and carers of children and young people with SEND to contribute to shaping the quality of support and provision.					



Children and young people with SEND are fully included and supported to take part in all activities, including any extra provision, outings, or any other activities.

--	--	--	--	--

Action Plan
Decide on your key priorities

Action (What do you need to do to improve your SEND practice?)	Responsibility (Who will be responsible?)	Timescale (When do you want to achieve it by?)	Impact (What was the impact of your action?)

Section Four: Encouraging Communication




‘HAF Programme Partners should consider how best to use their resources to support the progress of children with SEND.’ Adapted from SEND Code of Practice, 5.60 (need a new quote?)

Statements for reflection	RAG rating			What informed the rating?	How could this be improved?
All staff are skilled at communicating effectively with each child and encouraging children and young people to develop ways of communicating with each other.					
Do staff use problem solving strategies to respond to and resolve disputes and challenging behaviour?					
Do all staff use positive language consistently and are they able to build on the interests of the child or young person to promote their involvement and participation?					
How do you use visual supports and alternative and augmentative communication (AAC) to enable children and young people with a range of additional support needs to effectively communicate?					



<p style="text-align: center;">Action Plan <i>Decide on your key priorities</i></p>			
<p>Action (What do you need to do to improve your SEND practice?)</p>	<p>Responsibility (Who will be responsible?)</p>	<p>Timescale (When do you want to achieve it by?)</p>	<p>Impact (What was the impact of your action?)</p>

Section Five: The Inclusive Environment

Statements for reflection	RAG rating			What informed the rating?	How could this be improved?
					
Pictures, photos, and resources reflect the disabled people's lives, as part of a wider representation of the diverse backgrounds of children and the community.					
Reasonable adjustments for access have been made, and continue to be made, to the activities and social environment both indoors and outdoors.					
All children and young people are welcomed and encouraged to participate in the play activities and social spaces.					
Risks are assessed and managed to enable each child or young person to experience and enjoy the full range of activities, whilst managing their own safety.					
Each child and young person indicates that they are happy in the setting and can express how they feel.					
A broad range of activities and resources are available for children and young people to freely access.					



<p style="text-align: center;">Action Plan <i>Decide on your key priorities</i></p>			
<p>Action (What do you need to do to improve your SEND practice?)</p>	<p>Responsibility (Who will be responsible?)</p>	<p>Timescale (When do you want to achieve it by?)</p>	<p>Impact (What was the impact of your action?)</p>

SEND Reflection Tool Resource Sheet

This resource sheet has been compiled to accompany the **SEND Reflection Tool** from The Education People.

Links and Resources to Support Children and Families With SEND	
The SEND Code of Practice (2015)	https://www.kelsi.org.uk/early-years/equality-and-inclusion/special-educational-needs-for-early-years
The Equality Act (2010)	https://www.kelsi.org.uk/early-years/equality-and-inclusion/including-all-children
Kent Local Offer	https://www.kent.gov.uk/education-and-children/special-educational-needs
Local Offer Training	https://www.theeducationpeople.org/products/early-years-childcare/local-offer-e-learning/
Best Practice Guidance Training	https://www.kelsi.org.uk/early-years/equality-and-inclusion/best-practice-guidance-for-the-early-years
Practical Guide to the Early Years SENCO Training	https://www.theeducationpeople.org/products/early-years-childcare/a-practical-guide-to-the-early-years-senco-virtual/
Link to Equality & Inclusion Team Referral Form Electronic referral form to request support from your equality and inclusion adviser.	https://www.kelsi.org.uk/early-years/equality-and-inclusion/equality-and-inclusion
Link to Equality & Inclusion Resource Page for: Resources including the Graduated Approach Flow Chart, Progress Check at age Two, Targeted and Personalised Plans, BPG audit tools, funding and parents' easy read guides to accessing services.	https://www.kelsi.org.uk/early-years/equality-and-inclusion/resources
Kent Health Visiting Service Supporting families with a new baby or children under five years old.	https://www.kentcht.nhs.uk/service/kent-baby/health-visiting-service/
LIFT Referral Information Referral form and parent engagement form for accessing support from the specialist teaching and learning service (STLS).	https://www.kelsi.org.uk/special-education-needs/special-educational-needs/specialist-teaching-and-learning-services-stls

<p>SENIF The SEN Inclusion Fund (SENIF) is a statutory requirement made available by KCC to enable settings supporting pre-school children with Special Educational Needs to secure better outcomes.</p>	<p>https://www.kelsi.org.uk/special-education-needs/special-educational-needs/senif</p>
<p>Portage Portage is an Educational Service for pre-school children with Special Educational Needs and Disabilities. Portage supports children's learning and development using a small steps approach.</p>	<p>https://www.kelsi.org.uk/special-education-needs/special-educational-needs/kent-portage</p>
<p>For Ashford, Dover Folkestone and Hythe – Speech Referral and Children's Care Coordination Team (CCCT) Online referral forms for speech and language and the Children's Care and Coordination Team for children who may have more than speech needs.</p>	<p>https://www.ekhuft.nhs.uk/patients-and-visitors/services/therapies/therapy-services-children-young-people/children-and-young-people-therapy/speech-and-language-therapy/how-to-refer-a-child-to-the-service/</p>
<p>For Other Areas of Kent Use The Pod – Speech Referral and Children's Care Coordination Team (CCCT) Online referral forms for speech and language and the Children's Care and Coordination Team for children who may have more than speech needs.</p>	<p>Children's Therapies The Pod</p>
<p>For Medway use Medway Community Healthcare (MCH)</p>	<p>https://www.medwaycommunityhealthcare.nhs.uk/our-services/resource-centre/childrens-resources</p>
<p>Website: Emporium An educational resource loan service for settings, schools and at home.</p>	<p>https://www.theeducationpeople.org/our-expertise/early-years-childcare/emporium/</p>
<p>What to Expect When document Parent guidance for their child's learning and development.</p>	<p>https://foundationyears.org.uk/what-to-expect-when/</p>
<p>ERIC Website for parents and practitioners to support toilet training.</p>	<p>https://www.eric.org.uk/Pages/Category/potty-training</p>

CONTACT – supporting families claiming disability living allowance.

<https://contact.org.uk>

Glossary

AEN	Additional Educational Needs
AFF	Armed Forces Families
CCCT	Children’s Care Coordination Team (CCCT)
CiC	Children in Care
DAF	Disability Access Fund
EY LIFT	Early Years Local Inclusion Forum Team
EYPP	Early Years Pupil Premium
EAL	English as an Additional Language
E&I Team	Equality & Inclusion Team
GRT	Gypsy, Roma and Traveller
Kelsi	Kent Education Learning Skills Information (website)
SALT	Speech and Language Therapists
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability
SENIF	Special Educational Needs Inclusion Fund
STLS	Specialist Teaching and Learning Service

Definitions

EYFS Progress check at two	Statutory assessment set out in the Early Years Foundation Stage Framework.
Local Offer	Duty to publish a local offer, which sets out information to support children and families.
Multi-agency	Working in partnership with a variety of different professionals.
Personalised Plan	Specific interventions to support individual needs.
Portage	An educational service for pre-school children with complex special educational needs.
Targeted Plan	Time limited interventions provided alongside peers.

Safeguarding

Safeguarding Information and Training

Safeguarding

Safeguarding is everyone's business and the HAF Programme Team is developing their support for you. Safeguarding newsletters are produced six times a year for designated safeguarding leads. You can ask to be included on the mailing list for these. Please share any relevant changes and information with your whole staff team. The newsletters are available at the link below:

<https://www.theeducationpeople.org/our-expertise/partner-providers/kent-county-council-providers/safeguarding/>

Please click on the link below to access Safeguarding contacts.

<https://www.theeducationpeople.org/our-expertise/partner-providers/kent-county-council-providers/safeguarding/safeguarding-contacts/>

The **Local Authority Designated Officer (LADO)** deals with [allegations against staff](#) who work with children either in education or the wider workforce.

To contact the **LADO** Team please call **03000 41 08 88** or email kentchildrenslado@kent.gov.uk.

Education Safeguarding Service

The [Education Safeguarding Service - KELSI](#) provides support, guidance and challenge to schools, early years settings and education providers to ensure that children are kept safe and their welfare is promoted, as required by [Section 175 of the Education Act 2002](#)

[Statutory guidance Working Together to Safeguard Children \(2018\)](#), [Keeping Children Safe in Education](#) and [Kent Safeguarding Children Multi-Agency Partnership \(KSCMP\)](#) procedures help to inform the work of the service and any good practice guidance that is developed.

Other core functions include:

- provision of lead professional advice to education and early years staff on child welfare, policy, online safety or safe working practice issues
- provision of a [Template Policies and Guidance | The Education People](#) for education settings
- publication of a child protection newsletter providing critical information and updates for schools and settings.

Managing Allegations Against Staff

If you need to speak to the LADO Service regarding an allegation against a member of staff please contact the LADO Service or complete a referral form. Your details will be taken and passed to the LADO on duty. The same LADO will support you through the process until the matter has been resolved.

Referral Forms

- [Referrals for Professionals](#)
- [Referral Form for Parents and Carers](#)

Contact Details

If a call is urgent ie a child is in immediate danger and requires safeguarding, call 03000 41 11 11.

If a call is urgent and outside of office hours call 03000 41 91 91.

Useful Safeguarding information

Keeping children safe during community activities:

[non-statutory-guidance-for-providers-running-out-of-school-settings](#)

Guidance for safer working practice for those working with children and young people:

<https://saferrecruitmentconsortium.org/>

What to do if you are worried that a child is being abused:

[If you are worried that a child is being abused](#)

Safeguarding training

Designated safeguarding lead:

[DSL training](#)

Designated safeguarding lead refresher (E-learning):

[DSL refresher](#)

Designated safeguarding lead refresher (face to face):

[DSL refresher face to face](#)

Basic awareness child protection training:

[Basic awareness child protection training](#)

Kent Safeguarding Children Multi-Agency Partnership

The Kent Safeguarding Children Multi-Agency Partnership (KSCMP) provide information and training for all staff who work with children and young people. Their website can be reached here: <https://www.kscmp.org.uk/>

Kent Safeguarding Children Multi-Agency Partnership training:

<https://www.kscmp.org.uk/training>



Holiday Activities and Food (HAF) Programme Safeguarding Tool

Name of Programme

Name of Programme Lead

Name of Designated Safeguarding Lead (DSL)

Date of Designated Safeguarding Lead training
attended and name of training organisation

Name of Deputy Designated Safeguarding Leads

This guidance has been developed from a range of resources. It does not replace practice guidance from the Kent Safeguarding Children Multi-Agency Partnership or Public Health England <https://www.gov.uk/government/topical-events/coronavirus-covid-19-uk-government-response> and should be used alongside the appropriate Kent & Medway Safeguarding Children Procedures (online) <https://www.proceduresonline.com/kentandmedway/chapters/contents.html> and the Support Level Guidance regarding thresholds for referrals into Children's Social Care (Integrated Children's Services) <https://www.kscmp.org.uk/guidance/kent-support-levels-guidance>

Programmes must be aware that this tool should be subject to frequent review as new information and guidance comes to light.

The DSLs should ensure:

- they are following current guidance from Public Health England and consider how this might impact on vulnerable children/young people and their families. Be prepared to respond swiftly to changes in local and/or Government guidance
- multi-agency colleagues, including Social Work and Early Help teams, are fully updated on any relevant issues to enable them to consider whether further plans need to be put into place
- multi-agency colleagues are updated when children who are subject to multi-agency plans, including CP and CIN, are self-isolating
- a Designated Safeguarding Lead is contactable at all times during the hours of operation and that contact details are well publicised so that parents or professionals can contact the DSL in the event of an emergency, such as a S.47 enquiry
- there is a clear answerphone message for when the DSL phone is not in use (eg out of hours) directing the caller to Front Door or Police with any immediate safeguarding concerns



- all staff and volunteers are inducted into the programme's child protection processes, eg know who to talk to if they have a concern about a child or a colleague
- all staff know how to behave (Code of Conduct) and know what to do if they are concerned about a colleague
- there is a Whistleblowing Policy in place
- all staff and volunteers know how to consult with and make a Request for Support (RFS) to the Front Door in an unforeseen absence of the DSL
- mechanisms are in place to attend multi-agency meetings such as strategy discussions should the need arise
- if there is an online offer/activities, guidance is provided to parents on additional safeguarding and Online Safety considerations.

If in doubt about whether a Request for Support (Level 3 or 4) is necessary, please call 03000 411111 or Out of Hours if outside of office hours on 03000 419191.



Uncollected Child

Areas to Consider

- How you communicate with families of the need for prompt collection of children.
- How contact information for families is sourced and kept up to date.
- What additional information for emergency contacts is sought and how this is kept up to date.
- How information is stored and accessible to practitioners if required.
- Timescales for defining when a child is uncollected.
- Process for communicating with all relevant contacts to arrange collection.
- If a child is to remain in the setting, how practitioners will be deployed to support this.
- At which point the designated person needs to be informed.
- How the child will be supported until they are collected.
- Systems in place to check the identity of individuals collecting children.
- The procedure to be followed in the event of no contact being made.
- How to proceed in the event of contact being made but no one being available to collect the child.
- If a child remains uncollected, the timescale for when further action will be taken.
- If a child remains uncollected and no contact has been made, which services or agencies will be contacted, for example, police, social services.
- What information is to be recorded and where, including all steps taken to contact all appropriate adults.
- What monitoring is in place for uncollected child incidents.
- The steps in place to ensure that all relevant authorities are informed within the required timescales, for example, Ofsted within 14 days of the incident.
- Any additional fees for regular late or non-collection of children.

Statutory Framework for the Early Years Foundation Stage

- Section 3 Safeguarding and Welfare Requirements
- Information for parents and carers 3.74.

Possible Links to Other Policies

These may include:

- Risk Assessment
- Safeguarding and Child Protection.



Lost or Missing Child

Areas to Consider

- How daily checks ensure that the setting is secure.
- Robust registration and departure procedures.
- Monitoring processes for ensuring all children are present in the setting.
- Plans in place for systematic searches of the setting both inside and out.
- How practitioners are deployed to check where the child might be.
- How remaining children will be supported and supervised.
- If on an outing, has a risk assessment been completed, and does this include a lost/missing child?
- The procedure to follow if the child is not found, for example, who will take the lead.
- How information will be shared and when, by whom and with whom, for example, manager, parents/carers, designated safeguarding officer, police.
- Where contact numbers are stored, and their accessibility, if required.
- Timescales before escalating concerns further.
- What reporting is required, for example, detailed accounts of steps taken including practitioners' witness accounts.
- Support for practitioners, families and children during and/or after the incident.
- The review of procedures after each incident, which may include further actions and/or training for practitioners.
- The process for informing all relevant authorities within the required timescales, for example, Ofsted within 14 days of the incident.

Statutory Framework for the Early Years Foundation Stage

- Section 3 Safeguarding and Welfare Requirements
- Information for parents and carers 3.74.

Possible Links to Other Policies

These may include:

- Outings
- Safeguarding and Child Protection
- Working with Other Professionals.



Staff Induction Checklist

Adapted from [The Education People, Early Years and Childcare, Recruitment Toolkit](#)

Name of employee:		Job title:	
Start date:		Name of person responsible for induction:	
		Mentor:	
Activity	Mentor signature and date	Employee signature and date	Notes
By the end of the first day:			
Introduce to Manager			
Introduce mentor and explain role			
Check understanding of employment contract and documentation: <ul style="list-style-type: none"> ○ <i>P45</i> ○ <i>DBS obtained</i> ○ <i>bank details</i> ○ <i>salary</i> ○ <i>job description</i> ○ <i>Health Declaration</i> ○ <i>annual leave</i> 			



<ul style="list-style-type: none"> ○ <i>emergency contacts.</i> 			
Tour of the setting:			
<ul style="list-style-type: none"> ○ <i>layout</i> ○ <i>fire evacuations</i> ○ <i>toilets</i> ○ <i>staff room</i> ○ <i>security arrangements</i> ○ <i>resources and equipment.</i> 			
Policies and procedures			
<p><i>Go through important policies and give copies to staff member to read and sign with timescales:</i></p> <ul style="list-style-type: none"> ○ <i>Safeguarding/ Child Protection</i> ○ <i>Confidentiality</i> ○ <i>Health and Safety</i> ○ <i>Fire and Emergency Evacuation</i> ○ <i>No Smoking</i> ○ <i>Alcohol and Drug Use</i> ○ <i>Use of Mobile Phones</i> ○ <i>Social Networking.</i> 			
General information			
<p><i>Explain and introduce the following:</i></p> <ul style="list-style-type: none"> ○ <i>arrangements for breaks and signing in/out</i> ○ <i>locker</i> ○ <i>uniform</i> ○ <i>dress code</i> ○ <i>security pass</i> 			



○ <i>sickness and absence reporting.</i>			
Outline job role, responsibilities and expectations			
Introduce staff handbook and its purpose			
Introduce to other members of the team			
Introduce to all children			
In the first week:			
Introduce and explain the Values, Vision and Ethos of the provision and the HAF Programme			
Explain the organisation structure, including staff roles and responsibilities			
Complete E-learning on KSCMP website 'Safeguarding Children for Education' or 'Safeguarding Children (Level 1) & (Level 2)'			
Explain the role of Key Person (if applicable)			



Explain partnership with parents and other professionals			
In the first month:			
Policies and procedures			
<p><i>Go through important policies and give copies to staff member to read and sign with timescales:</i></p> <ul style="list-style-type: none"> ○ <i>Behaviour Management</i> ○ <i>Dietary Requirements</i> ○ <i>Accident and Incidents</i> ○ <i>Intimate Care</i> ○ <i>Lost or Missing Child</i> ○ <i>Collection of Children</i> ○ <i>Outings</i> ○ <i>Complaints</i> ○ <i>Medication</i> ○ <i>Equal Opportunities and Inclusion</i> ○ <i>Visitors</i> ○ <i>Partnership with Parents</i> ○ <i>Special Educational Needs and Disabilities</i> ○ <i>Data Protection and Information Sharing</i> ○ <i>Image Use</i> ○ <i>Risk Assessments</i> ○ <i>Whistle Blowing</i> ○ <i>Anti-bullying</i> 			



<ul style="list-style-type: none"> ○ <i>Food and Drink.</i> 			
<p>Training and Development:</p> <ul style="list-style-type: none"> ○ <i>explain settings policy</i> ○ <i>discuss learning contract including expectations when attending and completing</i> ○ <i>outline the following:</i> <ul style="list-style-type: none"> ▪ <i>mandatory modules (Prevent, FGM, CSE, Food Hygiene, Manual Handling)</i> ▪ <i>training needs</i> ▪ <i>CPD log-in.</i> 			
<p>Discuss purpose and process for performance management, including the following:</p> <ul style="list-style-type: none"> ○ <i>supervisions</i> ○ <i>appraisals</i> ○ <i>quality assurance procedures.</i> 			
By the end of the first month:			
<p>Hold a review meeting covering:</p> <ul style="list-style-type: none"> ○ <i>training needs</i> ○ <i>workload</i> ○ <i>any developments</i> ○ <i>arrange appraisal date.</i> 			
Check understanding			



<p>on safeguarding:</p> <ul style="list-style-type: none"> ○ <i>Designated Safeguarding Lead (DSL) (who and role?)</i> ○ <i>Deputy DSL (who and role?)</i> ○ <i>safeguarding training completed (including Prevent, FGM, CSE) (what and completed by whom?)</i> ○ <i>procedures if there is a concern or allegation (child, staff, parent or volunteer)</i> ○ <i>whistle blowing number</i> ○ <i>Code of Conduct.</i> 			
<p>By the end of the third month:</p>			
<p>Hold a review meeting, consider the following:</p> <ul style="list-style-type: none"> ○ <i>workload</i> ○ <i>any developments</i> ○ <i>include observations made on:</i> <ul style="list-style-type: none"> ▪ <i>quality of practice</i> ▪ <i>greetings with parents</i> ▪ <i>impact of training completed</i> ○ <i>identify any training and development needs.</i> 			



Set objectives/ targets to achieve over the next few months to the end of the probation period.			
By the end of the probationary period:			
Demonstrated capability to meet the requirements of the role (as identified from the job description)			
Completed the induction programme and undertaken a probationary review with line manager			
Regular supervisions and appraisal meetings have been organised			
Discussed/identified future training and development need			
Career plans and aspirations			
Employee asked for feedback on induction <ul style="list-style-type: none"> ○ What worked well? ○ What could be improved and how? 			



Date induction completed:			
Signed by employee		Employee name:	
Job title:			
Signed by manager:		Manager name:	



Training



Available Training to Support Your HAF Programme

Food Champion Training

From the NHS – **all programmes must have at least one person who has completed this training by the end of 2022.**

[Kent-Food-Champion-Programme-flyer.pdf](#)

This course is currently free of charge but please see the terms and conditions on the website below:

[food-champion-programme](#)

Wellbeing and Mental Health

We are very aware that HAF Programme providers have staff teams to care about, and that many of the families who are eligible for the HAF Programme may be experiencing challenges with their wellbeing and mental health. The last two years have impacted on many people in unexpected ways. Below are some links which may support you, your team and your HAF Programme families as we go forwards.

KCHFT (Kent Community Health Foundation Trust) has a list of available training here: <https://www.kentcht.nhs.uk/about-us/training/>

Their Emotional Health and Wellbeing page includes all their related services: <https://www.kentcht.nhs.uk/service/school-health/counselling-and-emotional-health/>

Mid Kent Mind has been commissioned by HeadStart to deliver Youth Mental Health First Aid Lite courses to parents and carers. We are in the process of finalising dates but will be able to share these if required once confirmed.

Mid Kent Mind has a number of freely available training options here including mental health, social media and suicide prevention: <https://www.maidstonemind.org/mental-health-training/>

There is a mental health awareness online course available to anyone aged 16+ in Kent. This was developed by Mid Kent Mind through HeadStart Kent and is available for free here: <http://onlinementalhealthtraining.co.uk/invited/> Their website, however, is currently undergoing an upgrade and is temporarily unavailable. It should be back up and running shortly.

The Education People has a number of mental health and wellbeing training options available through their website: <https://www.theeducationpeople.org/our-expertise/mental-health-wellbeing/webinars-training/> Some options are free and others have a charge.

Free Physical Activity Resources

The Office for Health Improvement and Disparities (OHID), formerly Public Health England, has a range of totally free orderable and downloadable nutrition and



physical activity resources that may be useful for HAF Programme providers and aid the running of sessions. These include:

Physical Activity

- You can order [10 minute shake up cards](#) that can be used in sessions or to send home with children that include 12 Disney-themed activities that get children active.
- [12 Disney themed 10 Minute Shake Up activity cards](#) designed especially for HAF Programme providers to help run physical activity sessions and get kids active.
- [Play leader activity pack](#) that encourages children to lead other children in activities
- [PE lesson plans](#) which are perfect for quick warm up activities or wet play sessions

Further free resources are available on the [Campaign Resource Centre](#) and [School Zone](#), so be sure to check them out.

Available Training Courses

The Education People offers a wide range of training, some of which may support your HAF Programme. It is possible to book individual places through CPD online if a course is running, or you can purchase a course and train your whole staff team; there is a maximum number of delegates which varies from course to course.

<https://www.theeducationpeople.org/our-expertise/early-years-childcare/threads-of-success/the-threads/early-years-and-childcare-service-group-training/>

Activ8All

This fun and interactive training has been devised to familiarise you with the latest UK physical guidelines for children and young people and you will leave with a confident understanding of how you are working towards meeting the UK guidelines.

This half day training will support you to:

- offer a wide range of fun, inclusive, physical activities that will help to meet children's individual needs
- implement an achievable, practical, physical activity programme for your HAF Programme
- encourage children's participation, building on their interests and implement motivation techniques.

After attending this training each participant will leave with a resource box filled with over 100 physical practical ideas.



Loose Parts

Loose parts are not toys but are so much more. Underpinned by important theory, you will explore how loose parts support learning. You will have the opportunity to gain practical experience of loose parts and consider how you can introduce this valuable play into your HAF Programme provision.

This half day training will support you to:

- develop your knowledge of the theory of loose parts
- explore and establish the benefits of offering loose parts
- identify strategies to implement loose parts in your setting.

Forest School

Are you considering how you can incorporate a Forest School ethos into your HAF Programme? Would you like to learn more about the benefits of Forest School for children? Through the facilitation of a qualified Forest School teacher, you will have the opportunity to experience, first-hand, the magic of Forest School.

This half day training will support you to:

- develop an understanding of the principles of Forest School and identify the positive impact this has on children's learning and development
- explore practical activities using the outdoor environment
- discuss the risk benefits and how to stay safe while at Forest School.

Please note: This training takes place outside and appropriate clothing for all weather conditions will be required.

Please note: Emporium has a range of forest school resources. More information on memberships can be found [here](#)

Introduction to Play and Playwork

What does play mean to you? We know that child's play is their work, and how they learn and make sense of the world around them. This play-based training helps all staff to reflect on children's play and how HAF Programmes can effectively promote this.

This half day training will support you to:

- develop your understanding of play
- explore what Playwork is
- consider the role of the playworker.



Play Theory into Practice

If you would like a deeper understanding of play this training will revisit and review the Playwork principles and support you to introduce the play process, play clues, frames and the 16 play types.

This half day training will support you to:

- explore the theory that underpins Playwork practice
- examine the play cycle and 'best play' objectives to enhance your knowledge, skills and Playwork practice.

Den Building

A den can be whatever you want it to be. This training course uses practical experience and group participation to help you build dens on a large and small scale and identify how this process nurtures children's creativity and imagination.

This half day training will support you to:

- reflect on the potential of den making in promoting children's creativity and imagination
- explore and experience practical den building, in order to identify your role in supporting children creating and using dens.

Using Resources Sustainably

We all know that the world's resources are finite, and The Education People has a team which is working on ways to help educate children and young people about how to make good use of their environment.

In response to UNESCO's sustainable development goals, The Education People is developing a programme to support the delivery of these global goals. More information will follow soon, but these currently include:

The Education for Sustainable Development Audit, which:

- sets up learning opportunities with direct links to the United Nations sustainable development goals
- enhances an appreciation of the immediate environment and the wider world
- promotes new skills and concepts for children and adults
- encourages positive attitudes and habits
- strengthens community awareness and fosters practical links
- assists financial sustainability.

If you would like more information, please contact ESD@theeducationpeople.org



Organisations Where You Can Get Additional Information and Support

Kidscape – Bullying

<https://www.kidscape.org.uk/>

Public Health England – Food

<https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview>

Our new **Scan, Swipe, Swap activities toolkit** uses the excitement of the **NHS Food Scanner app** to encourage young people to explore what's in their food and make healthier choices. Engaging AR technology brings food labels to life as your pupils scan their way to healthier swaps.

Look out for a class set of take-home leaflets being delivered with your school fruit and veg box to inspire pupils and their families to make healthier swaps at home. Want to send all pupils home with the leaflet? **Simply order more here** and you'll also receive **free classroom display assets and an Eatwell Guide poster**. You can also access **digital leaflets** via the Schools Zone.

Alternatively, call: **0300 123 1002** or email: **foodscanner@prolog.co.uk**

If you have any questions about this Toolkit please contact the Holiday Activities and Food Programme Team KentHAF@theeducationpeople.org