



STAFF HANDBOOK

Updated April 2024

The Staff Handbook functions as a quick guide / summary. It supports *Site Handbooks*, as well as *Staff Contracts, Policies & Procedures*, and *Risk Assessments*. To access these documents, as well as for other further reading, visit superpirates.co.uk/resources

Our shared mission:

To inspire children to believe in and be the most *totally awesome* versions of themselves. As role models and advocates, we champion children to live a life full of happiness, personal growth and contribution to the world.

Safeguarding & Child Protection

Above all, it is our responsibility to keep children safe. Principally, this handbook sets out to ensure that we do everything we can to protect children from harm whilst in our care. We are committed to protecting children in our care from harm of any kind. Children have the right to feel secure and safe from both the fear of and the reality of any type of abuse. Only with children being safe can we deliver *totally awesome* clubs and events.

You will be given routine training on Safeguarding and Child Protection matters; both in-house and using our online training platform, Educare. Our Policies and Procedures document expands on many of the below points. This and other further reading is available at superpirates.co.uk/resources. It is imperative that you know where to find the information you need.

Three especially key documents include:

Keeping Children Safe in Education (KCSIE) 2023 - ***(You are legally obliged to read section 1)***

What to do if you're worried a child is being abused, advice for practitioners 2015

Working Together to Safeguard Children 2024

If you're worried about a child

It's vital that you communicate effectively. Share all concerns, even small concerns, with your shift manager. You may have a small piece of a larger puzzle. Anything above clearly trivial concerns must be logged on a Concerns Form - superpirates.co.uk/concerns This form can be accessed at *any* time by all staff. The form will be sent to the Safeguarding Lead.

It is *your legal responsibility* to report concerns of a child being abused, or is at risk of abuse.

You must raise serious concerns with Designated Safeguarding Lead (Jason Prentice) or Deputy DSL (Vin Callan) directly at the earliest opportunity, whilst respecting *confidentiality*.

- Designated Safeguarding Lead - Jason Prentice - 07792758342
- Deputy Sarah Winn Morgan - 07724503276

If you believe a child is in immediate risk

Contact the police immediately. Always act in the best interest of the child.

Reporting Concerns to Social Services

We keep a log of all concerns made in the team, as well as injuries and pre-existing injuries. Should we notice a concerning pattern, or should a single event be a 'red flag' that a child is at risk of abuse, we will complete an [online referral](#) to the local authority. The council will undertake an investigation and keep us informed. If you are not happy with the way we have dealt with a concern, you can also complete the form. Your priority is the safety of the child! You can also call:

- Social Services: 01225 39 61 11
- Emergency out of hours: 01454 61 51 65

If you believe another member of staff is abusing or behaving inappropriately with a child

You have a responsibility to inform your Designated Safeguarding Lead. Concerns must also be logged in writing at superpirates.co.uk/concerns

If you have concerns *about your Designated Person*, you must contact the LADO (Local Authority Designated Officer) directly to make an official report

- LADO - 01225 396810
- LADO@BATHNES.GOV.UK

If a child makes a disclosure:

Follow the 7 R's

- 1. Receive** • Stay calm and be patient. • Find a quiet place where your conversation will not be interrupted. Remember your organisation's guidelines about being alone with a child or young person. • Be welcoming, even if the time isn't convenient for you. It may have taken a great deal of courage for them to approach you, and they may not do so again. • Listen carefully and take it seriously.
- 2. Reassure** • Try to make the child or young person feel safe and secure. Reassure them that they have done nothing wrong by telling you.
- 3. Respond** • Ask questions for clarification only. • Explain what you will do with the information and what will happen next.
- 4. Report** • Follow your organisation's policy and procedures for child protection. • If the child is in immediate danger, call 999.
- 5. Record** • Write down what you have been told as soon as possible. It should be dated, timed, and signed. Without delay, it should then be given to the designated safeguarding lead.
- 6. Remember** • Support the child by reassuring and listening to them. • Do not: o promise confidentiality o ask leading questions o look panicked, shocked, or angry o make the child or young person repeat their story o interrupt o give an opinion o inform parents until you have had a discussion with your safeguarding lead o make any comments about the abuser or try to guess who they are.
- 7. Review** • Would you feel confident to deal with a disclosure? • Do you feel confident in recognising warning signs that could help identify that a child is at risk? If the answer is 'no' to either of these, you should speak to your organisation's designated safeguarding lead. You may require additional training or support for your wellbeing.

Communicating with parents about a disclosure

This communication must be made by the shift manager.

If the concern is going to be referred to Social Services, the parents should be informed.

The *only* circumstance where the parent would not be informed is where we are concerned that the child's immediate safety will be compromised. In this case, the manager must contact the police.

Recognising Abuse, FGM, Extremism and Radicalisation

- **You must** recognise signs and symptoms for 4 'main types' of child abuse: **physical, emotional, sexual, and neglect.** You must recognise the definition and signs of bullying (**peer-on-peer** abuse)
- You must recognise signs and symptoms, and understand at risk groups of **honour based abuse**, including **Female Genital Mutilation (FGM), Forced Marriage, and Breast Ironing.**

- **E-safety** is of paramount importance. Children may not use mobile phones or other personal devices at the club. Children may only access secure devices (ie, a school laptop) and under direct supervision. Furthermore, personal staff devices must be stowed away in a storage room and not accessed during sessions.
- You must understand your legal duties around **Prevent Duty (Extremism and Radicalisation)**.
- You must recognise **Child Sexual Exploitation** and **Child Criminal Exploitation** including **County Lines**
- You must be familiar with other abuses such as **Modern slavery, financial abuse** and **domestic violence**.

Do your homework. Use Educare and the resources page for a refresher. Ask your manager if you do not feel confident that you have strong fundamental knowledge of the above.

Pre-existing injuries

Pre-existing injuries are to be recorded as an *Incident on Magic Booking*. An explanation from parents should be sought for pre-existing injuries and recorded on the said form. Safeguarding concerns should also be shared as above with a Concerns Form.

Early Help

Early Help is a means of providing support to potentially vulnerable children, young people and their families as soon as problems start to emerge. If they're facing certain challenges, or have complex needs which cannot be dealt with by universal services (for example, schools, health visitors, school nurses), they can be referred to BANES Early Help Allocation Panel for help. Should we have concerns about a family, we can access more information and support at bathnes.gov.uk/get-early-help.

In Event of a fire

We always follow the same procedure as the school setting we are in, so as to not confuse. This will be kept on the wall of the setting and shared with you on induction to setting. Usually, upon seeing fire or hearing fire alarm - Shout FIRE, FIRE, FIRE. Lead children out to playground., leaving our things behind. We headcount and use radios, making sure we have adults following behind the children and giving a final sweep of areas we use, including toilets.

Lockdown Procedure

We always follow the same procedure as the school setting we are in, so as to not confuse. This will be kept on the wall of the setting and shared with you on induction to setting. Usually, blow the airhorn (on the wall) 3 times. Get kids under tables, hide in cupboard, lock or barricade doors. Headcounts. Call the police.

Knowing your kids (and their families)

You must know the children in your care - particularly their allergies and medical information. This is found in Magic Booking, on the register, and this *must* be checked at the start of any session.

Medication

Medication must be stored in accordance with professional instruction. Only medication prescribed by a doctor may be administered (see child's registration form and label of medicine). When medication is given, a Medical Administration Record must be completed online at superpirates.co.uk/medical

Collecting adults

You must only sign out children with adults you know to have permission to collect, as shown on Magic Booking. If you do not know the adult, you must ask for ID that corresponds to the name on Magic Booking. If the adult is not registered with permission to collect, you must contact the primary contact by phone to ask. A child's testimony, especially younger children, should *not* be accepted as evidence that an adult is ok to collect. Parents will rarely be upset that they are challenged. Rather, they appreciate that we're keeping their children safe!

Care Plans

Children with special requirements due to disability, behaviour or allergy may have a *Care Plan*. The document outlines our shared strategy to support and protect that child. With the support of a child's guardian, a manager will complete a Care Plan. The Care plan is kept on Magic Booking.

The Safeguarding importance of building relationships parents, children, and teachers

By having positive and knowing relationships with children we can recognise their needs as a unique child. We will be able to provide experiences that best suit their needs and desires. It will also help us to spot changes in behaviour that we might be concerned about. By having a relationship with families we gain a contextual understanding of that child, and we are better placed to 'see behind the curtain' and to spot things we might be concerned about. By having a trusting relationship with families they are more likely to share concerns with us, leaving us in a better position to help them. The above also goes for relationships with teachers and schools. We need a '360' view of a child. Only with all puzzle pieces might we understand the whole picture! It's important to regularly communicate.

Drop off and Collection This moment provides an important opportunity to share information and to learn about a child's day. ALWAYS check-in with a teacher so that they have the opportunity to share concerns. ALWAYS share information about a child's day with adults collecting from the club.

Key Person

All children in the EYFS must be assigned a Key Person at the start of a session. The key Person's role is to help ensure that the child's care is tailored to meet their individual needs, to help them become familiar with the setting and to offer a settled relationship with us as a caregiver. It also helps us to build a relationship with parents. Parents should be informed who their child's Key Person is. When we operate in larger groups, *all* children are to be delegated a Key Person. This helps to make sure nobody slips through our attention on a busy day, as well as helping with regular headcounts. Try to keep the Key Person consistent.

Children arriving not on register

It's important to double check and make sure we don't dismiss a child without knowing they are safe. There *should* always be a handover with a teacher. If a child thinks they are coming and the parent is nowhere to be seen, call the parent from the club phone. Never leave a child unattended. If there is space, we can add a child as a *late booking* on the digital register. If there is no space, they will need to stay under the care of staff at the school. If a child's profile is not listed on our system, they will not be able to attend our club and should stay with their teacher (there may be exceptional circumstances such as family emergencies. Discretion to be made by a manager and key safeguarding / contact info must be obtained).

No-Shows

It's important to clarify why children are missing. Seek an explanation from class teachers or parents. If no-shows are regularly unexplained, record as a *concern*.

British Values

The government set out its definition of British values in the 2011 Prevent Strategy. We must champion the following:

- **Democracy** is consistently reinforced at SuperPirates, with democratic processes being used for many decisions, for instance, asking children to vote on which activities we should enjoy, and inviting them to challenge decisions we make. We respect all questions and answers, and create a safe environment for children to freely express their opinions.
- **The rule of law**, be those that govern our clubs or the country, are consistently reinforced at SuperPirates. Children are taught the *Rules of Awesome* at SuperPirates; that we must be kind to ourselves, to others, and to the planet). Children are taught the value and the reasons behind our rules, the responsibilities that this involves and the consequences when the rules are broken.
- **Individual liberty** At SuperPirates, children are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment.
- **Mutual Respect** is an expectation for both children and staff. Kindness to ourselves, to each other, and to the planet is rewarded as a *Rune of Awesome*. Kindness is the only *Rune of Awesome* to be enforced as a Rule. We recognise the multi-cultural, multi faith and ever-changing nature of the United Kingdom. There will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.
- **Tolerance of those of different faiths and beliefs.** Children are actively encouraged to share their faith and beliefs within the club and to celebrate festivities throughout the calendar year. We are accepting of all faiths and beliefs, and will make necessary adjustments in clubs to meet the requirements of children in our care. We encourage an ongoing discussion with children, promoting tolerance and openness to what makes us all different and indeed the same. Everyone can be *totally awesome*.

The Early Years Foundation Stage (EYFS)

All staff must be familiar with the Statutory Framework for the Early Years Foundation Stage.

We are registered with Ofsted as an 'Early Years' provider as we care for children up to the age of 5. The EYFS sets the standards that we must meet, ensuring that we provide an environment whereby children personally develop and remain safe.

Further reading can be found on your resources page - superpirates.co.uk/resources

Four guiding principles of EYFS

Our clubs recognise that:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates.** Play provisions that we offer must reflect the diversity of children in our care and offer them all an equal opportunity for enjoyment and development.
- **Three prime areas of child development in EYFS**

We are required to work on these areas. All explored through play:

- **Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

Child centred approach

We put the child at the centre of what we do at all times; we commit to always acting in the best interest of the child. We

recognise a child's need for:

- **Vigilance:** to have adults notice when things are troubling them.
- **Stability:** to be able to develop an ongoing stable relationship of trust with those helping them.
- **Understanding and action:** to understand what is happening; to be heard and understood, and to have that understanding acted upon.
- **Respect:** to be treated with the expectation that they are competent rather than not.
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans.
- **Explanation:** to be informed of the outcome of assessments or decisions, to be communicated with and given 'reasons why' when their views or actions are not met with a positive response.
- **Support:** to be provided with support in their own right, as well as a member of their family.
- **Advocacy:** to be provided with advocacy to assist them in putting forward their views.



Runes of Awesome

The *Runes of Awesome* is a tool we use to champion children to be *totally awesome* individuals. Each *Rune* represents a character trait, which we are committed to celebrate, encourage and reward.

- **Courage** to challenge fears, to be you, to do what's right, to try something new or difficult.
- **Kindness** to ourselves, to the planet, to others.
- **Curiosity** to ask questions, to develop skills, to experiment, to explore, to know and grow.
- **Creativity** to put imagination into practice, to turn ideas into 'things', to find new solutions, to think outside the box.

We collect the *Runes* together as a community, encouraging collaboration and teamwork. Physical *Runes* come in the form of stickers. They are put on a wall chart as well as given to children to take home.

Rule of Awesome

Kindness also represents a *Rule of Awesome*, and will be enforced as a matter of behaviour management. It follows that children must respect one-another, staff, their own welfare and club equipment. Rather than having a long list of 'don't do this' at the club, we aim to approach good behaviour through positivity; The *Runes of Awesome* compliments our obligations to teach children British Values, and to work on the prime areas of development as guided by Ofsted (personal, social and emotional development; Physical Development; communication and language).

Training

Alongside an induction, all staff will be required to routinely undergo in-house and formal training. All staff have access to the EduCare online training platform, found here: <https://www.myeducare.com/login/index.php> You will be asked to complete specific courses to meet the training requirements of your role, but are also encouraged to make use of this platform to further your own professional development. There are over 30 courses and qualifications to choose from.

Further reading

Staff may be required to carry out further reading in order to maintain up to date knowledge, such as Government or Ofsted literature. Further reading materials may be shared by email, made available at clubs and on our online resources page: <http://www.superpirates.co.uk/resources>. The management team will make you aware of additional necessary reading.

Ratios

Children must always be within earshot or within eyeline of an adult (ideally both).

In line with our insurance and Ofsted requirements, ratios are as follows:

There must always be two staff on duty.

1:8 for EYFS children in pre-school

1:10 for EYFS children in reception

1:12 for children in Year 1 and above (ideally, though this may be raised slightly with site / circumstance discretion)

Special activities

1:1 for any cooking; during the use of ovens, hobs, mixers, juicers, blenders

1:4 for adult fire lighting.

1:2 for children lighting fire. Aged 3+ only.

1:1 Face Painting

At holiday clubs and longer days, we aim to have one extra member of staff at all times above ratio, supporting in case of any incidents, covering breaks, etc. It is imperative that staff maintain adequate ratios. There must always be a qualified first-aider on session. Ratios should be maintained at all points in each session - avoid for example having one adult outside with 18 children with one adult inside with just two.

In early years settings with nursery children attending, the shift leader must be qualified Level 3 equivalent. Half of all other staff must be qualified Level 2. Where children are reception or above, it is the discretion of the management as to necessary staffing. If there is a qualified teacher on session, no other staff need be childcare qualified.

Additional Needs

All children have basic needs which need to be met before they can be their most awesome selves; like hunger, thirst and warmth. For our esteem we also need to feel safe, healthy and that we belong. Some children at our clubs/events may have additional needs. These can be more complex, but like everyone else, these children have a right to have their needs met. They may be physical, health, social, emotional, mental health, communication, sensory, or a mix of a few of these. It is our responsibility to acknowledge and accommodate these needs for their comfort, safety and sense of belonging. SuperPirates is for everyone!

Children with additional needs should have a care plan in place specifying their individual needs, their interests, their dislikes and how adults can support them. These will be accessible at the site of the club the child attends. If it is thought a new child requires a care plan, talk to the club manager and the inclusion officer. All care plans are made with the consent and contribution of parents/guardians. If appropriate, the child themselves should contribute to make sure their voice is also heard.

Behaviour Management

Always consider the root of *why* a child's behaviour is proving difficult. Are they perhaps bored, hungry or tired? When responding to poor behaviour, staff must do so from a place of kindness and respect. Consider poor behaviour as a learning opportunity for that child. We should take the opportunity to coach children to be empathetic, understanding of consequences, respectful and kind. As an adult, you must remain calm. Do *not* use intimidation as a disciplinary tactic, such as shouting. Shouting should be used *only* to secure the immediate attention of a child for the purpose of their, or other children's safety. Remember, *an escalated adult cannot de-escalate an escalated child*.

Bullying is a form of abuse (peer-on-peer). It should be treated as such and recorded and shared appropriately. Children must be protected and educated around this topic. Challenge misogyny or any other demographic based bullying / racism. Reasonable sanctions may be placed upon the *perpetrator* in order to protect the *victim*. Children may be barred from the club in accordance with procedure outlined in our full Policies & Procedures document. Use the opportunity to coach good behaviour. Refer children to the Kindness Contract as displayed at the setting. Kindness is our *only* rule.

Where children have conflicts, as a general rule you should mediate *finding a solution* rather than finding who is 'to blame'. *He said this, she said that* fallouts can be tricky to navigate. Invite children to focus on a fix to the problem, rather than arguing about who is 'right'. Acknowledging their own part in a conflict, perhaps saying sorry, can do a lot to de-escalate a situation. Mutual ground can usually be found in that children want each other to be happy and safe. How can we do that? As above, consider conflicts as a training ground for conflict resolution; it's an important part of growing up.

Time-outs should be used as 'time for thinking' and 'calming down', rather than outright punishment. We are coaching children to *reflect* on their behaviour. After a time-out, always have a quiet discussion with the child and invite them to apologise if necessary.

Clearly explain to children *why* their behaviour was unacceptable and why there are consequences to their actions, and invite them to share their opinion. Always Address a child's *behaviour* as inappropriate; do not label a *child* as naughty. For example, choose to say "that is bullying", rather than "*you are* a bully." If a child has harmed or upset another, encourage empathy and ask how the other child might feel, or how it would feel were the tables turned.

Clubs may adopt a behaviour management system based on the requirements of that club. For example, yellow / red cards, or reward stickers. Ensure that you follow the system to provide consistency to the children. Use praise wherever possible and reward good behaviour with positivity! For example, if children aren't lining up or sitting quietly before snack, reward the children who *are* following instructions well.

Follow through with reprimands; “one more chance” means one more chance, “time out” means time out. Failing to follow through with reprimands will create a culture of ‘getting away with it’ and inconsistency in the team.

Support other staff in dealing with children’s behaviour, but be careful not to undermine them or weaken their position as an authority figure.

When dealing with disputes between children, remain impartial and listen to both sides of the story.

Often, if a child is refusing to do as you have asked, consider giving them choices where both the choices suit *your* requirements. Doing so gives the child a sense of autonomy, and some comfort that they have decided the outcome instead of you. “For example, “would you prefer to do A then B, or B then A?”.

Positive and appropriate relationships; with children

It is imperative that staff model good manners when talking to children, even if they don’t offer the same in return. Staff must always use please and thank you when requesting children complete a task. Be a positive role model. We are in a position of power and therefore we have a responsibility to set a good example to children. Model and reward virtues that make for an awesome person, including but not exclusively *courage, creativity, kindness, curiosity*. Do not underestimate the impact you have on children in your care!

Encourage children to exercise their independence. They should carry their own belongings and put them away so to avoid things getting lost, and to learn to look after their own things.

We must actively challenge prejudices, stereotypes or any racist, sexist, homophobic views expressed by children. This should be done in a way that opens up conversation rather than discourage it; we are in a position to educate if we keep lines of communication open.

Avoid engaging in objectively inappropriate conversations with children about your personal life. You may share trivial details and experiences, and draw upon your experience for the benefit of the child, however you must consider a professional ‘space’ between you as a playworker and you as a private individual outside of work. Be aware too of the way a conversation may quickly ‘snowball’ in groups of children, so guide ‘cheeky’ topics to more appropriate territory.

Staff must not provide preferential treatment or favouritism to children. Staff must equally build relationships and appreciate the needs of *all* children, staying objective and sharing attention. Staff should discourage children from becoming too attached to themselves as individuals; children should be encouraged to play with one another and not to be overly ‘needy’ of staff. To the children, staff should be considered as ‘grown-ups’ and only in their professional capacity, not as friends.

Effective Communication tips:

- Say please and thank you
- Phrase statements as statements, not as questions. Rather than *ask* “do you want to put your coat on?” instead *state*, “put your coat on, please.”
- Say what you want, not what you don’t want. “Please walk” rather than “Stop running”
- Use language that children will most likely understand, i.e. “Keep in by the wall,” rather than “Keep to the left.”
- Get to the point! Keep important information (such as briefings) simple and to the point so you don’t lose children’s focus when delivering important messages.

Physical boundaries between staff and children

Physical affection / interaction is natural and important to children’s wellbeing and emotional development. However, extra diligence must be taken when physically interacting with children as a childcare professional.

In any context, be it comforting an upset child, protecting, or when engaging in ‘rough and tumble play’, theatre, dance or sports, you must look to engage in *minimum necessary* physical contact. Consider the following:

- Rather than having a child sat your lap, encourage a child to sit next to you.

- Be clear about boundaries and explicitly challenge inappropriate behaviour towards you; discourage bum slaps or other inappropriate physical interaction on part of the child, telling them clearly and kindly, “that is inappropriate and you must not do that, please.”
- Consider ways to reduce the likelihood of awkward situations or seemingly preferential treatment. For example, giving a 5-year-old boy in trousers a shoulder ride may be considered more appropriate than doing the same for a 10-year-old girl in a skirt - better to anticipate this problem ahead of time and take steps to avoid. As a rule, you should look to engage physically with individual children in a way that would be deemed appropriate to *all* children in your care.
- A little rough and tumble play may be appropriate in the context of a child’s play, however: it must be initiated by the child, the adult must remain in control at all times whilst respecting the child’s physical boundaries, the adult must avoid being under any form of “pile on”, the adult must not strike children, the adult must remain visible to other staff at all times, the adult must continually reflect upon the developmental benefits of the activity to that child – physical, communication and language, social and emotional
- You must behave unambiguously, consistently and should verbally communicate with children when engaging physically. Furthermore, consider how a child will retell your interaction to their parents, friends, and carers.

Intimate care and toileting accidents

Staff must not help children beyond what they can do for themselves when they have had a toileting accident. Ideally, talk children through their own intimate care and avoid any unnecessary physical intervention. If possible, two members of staff should be present, and the manager must be made aware. If physical intervention is necessary, as it often will be with younger children of 3 or 4 years old, always talk them through what you are doing for them so that they clearly understand and explicitly consent to your actions, i.e. “Ok (child’s name), I can see you’re struggling there, shall I help you take your wet trousers off?”, “I’m just undoing your button”, “can you try to wipe your own bottom if I give you some tissues?”, “I’m going to help you put some dry pants on now, ok?” When parents arrive to collect, make sure to explain your actions in some detail.

If a child refuses to be changed and doesn’t want to be touched, gently explain again what you are trying to do and that they will feel more comfortable in clean clothes. If they have a sibling at the club, the child may be more comfortable if they are there. You can also ask another member of staff to try, as the child may feel more comfortable with them. If the child continues to refuse to get changed and appropriately clean, their wishes must be respected and their parents must be called immediately; we must use no force whatsoever to undress a child.

Children who are prone to toileting accidents should be discreetly reminded to use the toilet at regular intervals. If they do have an accident, reassure the child throughout that “accidents happen” and that “it’s ok”.

Positive and appropriate relationships; with parents

Staff must introduce themselves to parents, seek to build positive relationships and to speak to them by using their name.

It is imperative that staff verify the identity of collecting adults. Parents respect a high level of vigilance, so there’s no reason to feel awkward to formally challenge their identity. Parents appreciate any extra care we take to keep their children safe.

Always greet parents so that you are certain they have been given an opportunity to ask any questions or raise any concerns. Make sure you pass on any information you have about how their child has spent the session, positive and negative, including paperwork such as *Incident and Injury Forms*. Where possible, it’s preferable to sandwich any ‘bad news’ with ‘good news’. So parents feel well informed, it’s best to air on the side of giving a lot of information rather than too little. That said, you can save a parent every single detail of their child’s day, especially a few superfluous negatives; if they add to a bigger picture, or there is an on-going concern, make sure to mention it, however it’s perfectly normal for children do have little spats and days aren’t usually perfect. If children are having too much fun and reluctant to leave, gently support parents in getting them to go home. Be helpful where you can, parents will appreciate it.

If a parent has a complaint or is upset:

- Remain calm.
- Listen to what they have to say; feeling heard and taken seriously will give important reassurance to the parent.
- Explain that you will share the information necessarily with the team, and reassure that you will seek a solution.

- If childcare ratios allow, offer the parent somewhere private to talk. Ensure other staff know your whereabouts.
- Do not discuss other people's children unless to explain how they were involved in an incident. Under no circumstances may you share confidential information of any other child.
- If a parent wishes to make contact with another parent respective of an incident, you must receive explicit verbal consent from both parents that they are happy for you to share confidential contact information.
- Following any conversation, make a written record in the *session report* and share the appropriate information with the team.
- If a parent wishes to make a formal complaint, they can find guidance in our *Policies and Procedures*.

Positive and appropriate relationships; with co-workers

SuperPirates' success is thanks to its reputation for consistently brilliant staff. Parents recognise and trust the strong friendships within the team. The team will always have varying strengths and weaknesses. Support one another and carry out responsibilities diligently for the benefit of the whole team and company.

Talk, share thoughts, engage openly with management. Dialogue is key to fixing problems before they grow.

Key points to working as a good team

- Do not undermine decisions of other staff (unless for the clear and immediate safety of children!)
- Staff must always be respectful to one another.
- Remember the *rule of kindness*. It's for staff too.
- Be assertive (not passive-aggressive, passive or aggressive).
- Help with tasks and do your share of the 'boring jobs'
- Try to consider other individuals' points of view as *they* would see it, as them.
- Be proactive and show initiative.
- Discuss grievances away from children. If you would like to raise a serious concern about another member of staff, see Whistleblowing Procedure in policies and procedures.
- Understand that your punctuality and reliability affects others.
- Be considerate of reasonable working hours when you communicate

Injuries, illness, incidents

If a child is injured a first-aid trained member of staff must be called to assess and treat the injury. An *Injury form* must be completed on Magic Booking. It is advisable to refer to first-aid advice handbooks held in the first aid box or site box / file.

If a child becomes unwell their parents must be contacted. If they are vomiting or suffering diarrhoea they must be kept away from other children while they wait to be collected. Guidance on infection prevention and control (including necessary exclusion period for children) can be found at superpirates.co.uk/resources

In the event of a serious injury or illness, a staff member must call 999. Staff must keep to hand the child's *Registration Form*, ready to share with medical professionals. In the absence of parent, a member of staff should join the child in the ambulance. Staff must use their best judgement to decide if it is appropriate for siblings to join. Parents must be contacted at the earliest possible opportunity.

An 'incident' is any event noteworthy of concern above trivial. It may also be a 'near miss' of an accident. Incident forms are completed much like accident forms using Magic Booking. 'Concerns' that require the immediate reflection of a manager or DSL should also be completed as a Concerns Form at superpirates.co.uk/concerns

Environmental protection

We all share a responsibility to care for the environment. We should aim to source ethical and sustainable materials. In arts and crafts, choose natural or recyclable materials, rather than synthetic ones. E.g, paper tape instead of sellotape, paper and leaves instead of plastic pom-poms or beads, biodegradable glitter instead of non-biodegradable. If shopping, keep plastic packaging to a minimum and try to buy local.

Our clubs are vegetarian. Given the poor quality of 'affordable' meat and the environmental impact the meat and fishing industry has at scale, we do not supply meat or fish products to children in our care. We do not, however, make judgement on children bringing their own. We do offer relatively small quantities of dairy, however we must also offer children a non-dairy option

wherever possible. We should aim to educate children as to the human impact on the environment, and allow them to make sustainable choices wherever possible. Talk to children about recycling their waste, and set a good example in your choices as a role model.

Being totally awesome

We must execute with *high energy* at all times. We define high energy as *proactive, engaging, fun, motivated, interested, positive and friendly*. *High speed* is different, you can be *high energy* without travelling at 100mph. To be a SuperPirate is to be a high energy role model and ambassador to children. We share a common mission - a responsibility - to inspire children, championing them to believe that *they* are totally awesome, and to find the very best person in themselves. This is why we do what we do. This is the very heart of what it is to be a 'SuperPirate'.

Remember that no principle or action is independent of another. It is important to understand the relationship between any policies, procedure, knowledge and your actions. However seemingly mundane, always **act with the intention and attention**; checklists, headcounts, reports, the way we cross a road the same way every day, training - it always comes back to the happiness and safety of the child. Being awesome requires high focus and attention to detail.

As a SuperPirates, always be thinking 'are we at **SEA?**'. Are children **SAFE**, are they **ENGAGED**, is it **AWESOME** (what can develop in this moment to make it the best personal development opportunity for the child) ?

Making moments that make memories

We are not your typical childcare provider. We endeavour to inspire and to make memories. Every child should leave a SuperPirates club or event feeling more awesome than when they arrived. Every interaction matters. Find opportunities to be playful, silly, kind and positive. Ask yourself, 'how can I make *this moment* a memory?' When children are collected at the end of the day, we need them to jump into their car with incredible stories about their time with us! *You* should be part of that story.

Presentation & Productivity

Pay close attention to how you represent the brand and how you spend your time at work. Be active and look engaged. Imagine you are the parent of a child, or a child, arriving at the club. How engaged do you look? How welcoming are you? Fizzy drinks, especially energy drinks, are not appropriate to drink in front of children; inspire children to make healthy choices. Also bear in mind over time you will become a recognisable face out and about in town; as a SuperPirate, even whilst not at work, you must continue to conduct yourself in an appropriate way!

Stay busy, there is always something to do – if it's not entertaining or supporting children in their play, consider tidying up a play space or storage area, do a head count or complete paperwork, sharpen pencils, organise toys, invent an activity, read important documents to refresh your professional knowledge, or simply ask a manager or another member of the team if you can help with anything.

It is not necessary for multiple members of staff to be doing the same "quiet" activity such as drawing, and once children are settled and managing tasks independently staff should make use of their time elsewhere, ensuring that all children are engaged and supervised. Staff must avoid becoming blinkered by an activity, especially arts and crafts; staff must always be aware of the environment and the welfare of all the children in their care.

Hygiene:

You must keep a high level of hygiene, reflecting the professional standards of the company. Wearing a clean uniform for work is a *must*, as well as maintaining personal standards of cleanliness, washing and attending work without a distinct body odour. Long nails are not appropriate.

Timekeeping

Staff are expected to arrive at least 5 minutes prior to their shift starting to allow time to store their belongings and ensure they are ready to begin work promptly. Setting up time must be used effectively; chatting sociably while setting up is fine, stopping to chat rather than setting up is not. If four people are setting up a play space for ten minutes each that is 40 minutes of set up time that needs to be used effectively!

Smoking and drinking If you are wearing the uniform, you are representing the company. You must not smoke or drink alcohol whilst representing the company, i.e, on your way to or from work. Doing so will trigger a disciplinary procedure.

Play and play areas

We must facilitate purposeful and **high quality play** opportunities through a mix of adult-led and child-initiated activity, creating enabling environments for all children, considering a variety of interests and types of play. We must respond to each child's emerging needs and interests, guiding their development through positive interaction. There must always be a range of activities available catering for different play types, for example: arts and craft, small world play, mechanical building, dressing up and role play, dens, table football, physical activity and sports, messy play, ride along toys, inflatables, circus.

There must always be an area for more relaxed and quiet opportunities, where children feel comfortable to chill-out or nap. Beanbags, books and teddies are great for chill-out areas.

Consider how children navigate between play opportunities and allow space for activities to evolve and expand. Help children to *develop* their play. Consciously consider the learning that is happening. EYFS outcomes – physical, emotion, social development.

Well positioned rugs and soft flooring, disco lights, colourful dens, extras such as bubble machines will make play areas look appealing to children and their parents. Create activity 'zones' with rugs, tough trays or benches. Keep these areas distinct and make efforts to keep things tidy throughout the session.

Find opportunities to engage with children by leading activities with them: group games, discos, water slides, clay, collaborative arts, forest school, etc. These are great ways to make memories. Don't be afraid of looking silly and getting mucky!

Risk is an important part of play; children will be challenged by risk in the real world and it is valuable for children to take risks in our care. Make on-going 'risk vs reward assessments'; does the risk of climbing a tree outweigh the reward of the challenge? Consider how you may make the activity safer whilst achieving the same outcome.

Run a tidy ship! It is your responsibility to keep the site clean and organised. Toys should not be in a mess, cupboards should be tidy, floors should be regularly swept. Pencils need to be sharp. Resources need to be accessible. Take pride. Do not leave a job for someone else if you can do it yourself straight away.

The Question we're ALWAYS asking: "are we at SEA?". This tool helps us to continually **self-reflect** on the standard of our provision.

THE QUESTION WE'RE ALWAYS ASKING:

ARE WE AT S.E.A?

SAFE:
IS THE SPACE/ACTIVITIES/SESSION IN LINE WITH OUR RISK ASSESSMENTS? ARE THERE ANY IMMEDIATE RISKS PRESENT? DO YOU KNOW EVERYTHING YOU NEED TO KNOW ABOUT THE CHILDREN?

ENGAGED:
ARE ALL KIDS DEEPLY ENGAGED IN SOMETHING? IS IT ACCESSIBLE? IS IT VARIED?

AWESOME:
IS THIS AN AWESOME SPACE? HOW CAN I IMPROVE AND DEVELOP THE QUALITY OF PLAY AT PRESENT? AM I INSPIRING AWESOMENESS IN MY CHARACTER AND BEING A GOOD ROLE MODEL?

"We don't stop playing because we grow old, we grow old because we stop playing" - George Bernard Shaw

SUPER PIRATES
TOTALLY AWESOME EVENTS

Magic Booking

Magic Booking is our online booking and registration system. Parents access Magic Booking via our website. This is where they create profiles, update information and book clubs. They must keep information up to date, so advise them upon collection if they need to update.

This same system allows us to login and view children's profiles and complete digital daily registers. Managers and shift leaders must always have access to the booking system on smart phone or tablet. All staff will be trained to use the system.

Magic booking is also used to record injuries and pre-existing injuries.

Risk Assessments

All SuperPirates clubs and activities will have a corresponding written Risk Assessment. It is imperative that you read this. It is also imperative that you continue an ongoing and live Risk Assessment. We cannot afford to be complacent. Stay sharp, constantly scan for dangers of all kinds. Know your kids, know your environment.

Visitors

All visitors (other than parents collecting children) must be logged with the time they arrived and departed, recording the purpose of their visit. Staff are entitled to check visitors I.D if they aren't known to others. Visitors must not be left unaccompanied with children. The log is kept in the site bag. Visitors must not have access to their phones and they must wear a visitors badge. This also applies to Ofsted inspectors!

Walkie-Talkies

All staff must carry a walkie-talkie and remain in radio communication with the team at all times. Children are not to use walkie-talkies; the channel must be kept clear for important staff communication. Walkie-talkies are very expensive – don't misplace yours!

First aid kit

A First Aid kit must be available at all times, kept in the site bag. First Aid Kits must be maintained by club managers and must be in plentiful supply of the following: plasters, antiseptic wipes, bandages, scissors, adhesive tape, safety gloves, tweezers, tick removal devices (in clubs where risk is higher).

Sun cream

Sun cream must be applied to children on hot sunny days. Be aware that some children at a club may be allergic, so check the daily Information Sheet before applying it to the whole group. If they have it, children should use their own sun cream or be encouraged to stay out of the sun. Kept in the site bag.

Site Backpack

Each site has a backpack, which must be well maintained



Water station and snack

Water stations must be made available at all clubs.

As children arrive, their water bottles should ordinarily be held in a communal area, available at all times.

Children, particularly EYFS children, must be encouraged to have a drink at regular intervals, and staff *must observe* that all younger children have plenty to drink during longer or warmer days. Check bottles.

Headcounts and Headcount checklist

It is imperative that we understand the whereabouts of all children at all times. Headcounts are to be completed throughout a session. The session leader will advise as to how often headcounts are to be undertaken, depending on the venue and number of children - ordinarily, at least every half hour. Headcounts are always undertaken when moving from one area to another. For larger groups, paper checklists are recommended.

Opening and Close Checklists

All clubs must begin and end with a checklist, found as a link at the bottom of the club tablet - superpirates.co.uk/checklist

The checklist covers key safety matters and makes sure that we are ready to be our best. Checklist points must be *checked*. It is easy to build a habit of just ticking boxes. By ticking boxes you are legally declaring that you have indeed checked. Lazy habits will lead to mistakes!

Snack

There must always be water available to children. Children, particularly EYFS children, must be encouraged to have a drink at regular intervals, and staff must observe that all younger children have plenty to drink during longer or warmer days. At holiday clubs, children must show staff what they have eaten from their lunch box so that we know they have eaten enough. Children must wash hands before eating or preparing food.

Choking - to reduce the risk of choking, a distinction must be made between snack-time and playtime. Children must sit properly at a table or on a picnic blanket, and they must behave appropriately. This must be communicated verbally to children. (e.g, ok children, we've been having lots of playtime, now it's snack time; it's chill time. We need to sit calmly and focus on eating what's on our plate. Don't rush, chew your food properly. We don't want anyone choking). When preparing food, items should be cut to avoid round pieces that may block the airway; grapes, cherry tomatoes, strawberries must be quartered, carrots must be quartered lengthways. Be vigilant to any other foods of a similar description. Marshmallows nor popcorn should not be given to EYFS children. Children must be supervised at all times whilst eating.

At holiday clubs, children must show staff what they have eaten from their lunch box so that we know they have eaten enough. Children must wash hands before eating or preparing food. It will be a child's key person's responsibility to check their assigned children.

Washing hands

You must wash your hands before and after handling food, (also: after going to the toilet, after every break, after aunty cleaning, after touching or emptying any bins, after touching a cut or changing a dressing)

Step 1:Wet your hands thoroughly under warm running water and squirt liquid soap onto your palm

Step 2: Rub your hands together palm to palm to make a lather.

Step 3: Rub the palm of one hand along the back of the other and along the fingers. Repeat with the other hand.

Step 4:Put your palms together with fingers interlocked and rub in between each of the fingers thoroughly

Step 5: Rub around your thumbs on each hand and then rub the fingertips of each hand against your palms.

Step 6 Rinse off the soap with clean water and dry your hands thoroughly on a disposable towel. Turn off the tap with the towel and then throw the towel away

Clothing and protection

- Long hair must be tied back.
- Staff must wear aprons when preparing food
- Staff must ensure that their uniform is clean.
- Remove watches and jewellery / any jewellery that cannot be removed must be paper taped for security.
- Colourful waterproof plasters must be worn over cuts

Preventing cross-contamination:

- Our clubs are generally lower risk as we handle no 'high risk foods' such as raw meat. However, it is important to appreciate good hygiene practice.
- You must ensure that work areas, surfaces and equipment used for raw and ready-to-eat food are adequately separated.
- Clean and disinfect work surfaces, chopping boards and equipment thoroughly before you start preparing food and after you have used them to prepare raw food.
- wash your hands thoroughly before preparing food and after touching raw food
- always keep raw and ready-to-eat food separate, including packaging material for ready-to-eat food
- store raw food below ready-to-eat food in the fridge
- if raw and ready-to-eat food need to be handled in the same preparation area, ensure the area is thoroughly disinfected between these uses.
- use separate cleaning materials, including cloths, sponges and mops in areas where ready-to-eat foods are stored, handled and prepared

Dish cloths

Wash or change dish cloths, tea towels, sponges and oven gloves regularly. It's important to let them dry before you use them again. This is because dirty, damp cloths allow bacteria to breed.

Utensils and serving dishes

Take care to keep all utensils and dishes clean before preparing food. This is to avoid cross-contamination. You should use different utensils, plates and chopping boards remember to wash them thoroughly between tasks to avoid the spread of harmful bacteria. Repair and replace anything that is damaged.

Washing Fruit and vegetables

Remember to wash fruit and vegetables with water before you eat them. You should wash them under a running tap, or in a bowl of fresh water, making sure to rub their skin under the water. You can start with the least soiled items first and give each of them a final rinse. Peeling vegetables can also remove more bacteria, so this is an additional precaution you can take when intending to eat root vegetables raw.

Storing food:

Avoid cross-contamination by storing individual foods in, clean,sealed containers. This stops objects, bacteria and chemicals getting in the food. Follow packet instructions on how to store a food, such as in a fridge or freezer. Always cover food in storage. Ensure your fridges and freezers are set to the recommended temperatures. Fridges should be set at 5°C or below. A freezer should be -18°C.

Day dots:

When opening pre packed foods such as soft cheese,houmous, milk, jams, Wraps etc check the "use within x days of opening" information on the packing. For example, houmous must be used within two days of opening, so if you open it on the Monday the 1st , you would use the Wednesday the 3rd day dot sticker and write the date it needs to be used by.

Examples of different products that need to be used within a fixed time peroid Hummous = 2 days Milk 2-3 = days

Soft cheese = 1 week Raisins = 6 months

Cleaning fridges

Cleaning needs to be carried out in two stages. First use a cleaning product to remove visible dirt from surfaces and equipment, and rinse. Then disinfect them using the correct dilution and contact time for the disinfectant, after rinse with fresh clean water if required.

Cleaning surfaces

Clean surfaces in accordance with instructions, storing chemicals in labelled containers. Ensure chemicals are safe to use in food preparation areas.

Serving Snack:

Either in a queue or with children sat at the table, children should be being engaged by a member of staff while the other serves snack: Fill each child's plate one child at a time, rather than individually handing out slices of apple, pepper etc. Ask the child if they want butter / hummus / cheese spread on their wrap, don't make up a load of different wraps in advance, as this creates unnecessary food waste (think buffet / carvery style service). Remember, snack time is a time to socialise and engage, make it fun, make it a performance and a memorable experience! Involve children in tidying away after snack and resetting the space.

Food allergens

children who have allergies to certain foods must be supervised and advised when making food choices. Take extra care when younger children are choosing their food, as they may not be aware of certain ingredients. Where children are attending and they have certain food allergies, those foods should be labelled upon serving. Always check the register for allergens and look out for items that *sometimes* contain allergens depending on brand, such as breadsticks. Due to allergies children should not share food with one another. Staff must not share *their* food with children either. Our clubs are NO NUTS clubs. Staff must not bring nuts to work. Only staff with current certificates in L2 Food Hygiene may prepare food. Beware of cross contamination.

Adhere to site cleaning rotas

where the school provide a one, as well as risk assessments

Ticks

Some environments pose a higher risk of ticks. Always instruct children to brush themselves off if they have played in such an area as longer grass or woodland. Tick removal devices should be used to remove ticks from children, grasping as close to head as possible, pulling directly upwards, careful to remove the tick's head from the skin as well. Parents must be informed.

Petting dogs

Petting or playing fetch with dogs presents a fun and learning opportunity for our children. However, we must do what we can to reduce the obvious risks posed by dogs. If children wish to pet a dog, under no circumstance may they do so without the direct and close supervision of a member of staff. Owners must be politely asked if their dog minds the company of children. Dogs must be approached first by a staff member. Children must not crowd a dog. Children must not chase dogs. Children must ask a staff member for permission to engage with a dog. Encourage children to engage with well-known dogs rather than unknown dogs; staff must be extremely attentive when children are engaging with new dogs. Make parents aware if their children have been playing with dogs. Be aware that some parents may choose to not allow their children to play with dogs.

Appropriate clothing

Children must dress appropriately for the weather. There's nothing wrong with getting a little bit wet in the rain, however staff must ensure that children wear coats if they are likely to become cold. The same goes for hot weather and taking layers off. Younger children may often need reminding to dress appropriately.

Staff also have a responsibility to dress themselves appropriately for the weather, and to wear appropriate footwear; high heeled shoes are not appropriate at any event. Skirts or dresses also make it difficult to run, climb and play with the children while maintaining modesty so it is best to avoid these unless it is part of a costume.

Routines

All clubs will follow a familiar routine. Differences in routine will be highlighted in a site specific handbook. The opening checklist will outline the necessary tasks for each club. It is essential that routines and checklists are followed closely.

Resources – key storage and safety

Staff are expected to maintain equipment to a high standard and report any loss or damage to management. Take pride in equipment, store it properly, keep pieces together. Dispose of faulty toys. Take opportunities to sort and tidy. If you spot something isn't as good as it could be, it's *your* responsibility to fix it. After clubs or events, especially at ad-hoc venues, staff must do a final sweep of a venue to ensure no equipment is left behind.

Vans – ensuring that vans are appropriately packed for events is the responsibility of the driver of the forthcoming event. Make sure the van is packed and ready for the events you are organising!

Shed and cupboard spaces - it's the responsibility of the whole team to keep these tidy and accessible; put things back in the right place and give them a regular clear out.

Disco equipment – wires, cables and lights must be kept in the disco box. Nothing worse than arriving at a party missing a cable!

Nerf – guns are stored in a large barrel, glasses and bullets have separate boxes. Ensure children return all equipment after use. Children must ALWAYS wear protective glasses when in a battleground at a Nerf party. Throw away damaged bullets. Report stocks that need replenishing.

Soft furnishings – do not bring out blankets, beanbags, nets, teddies and cushions if the ground is wet or muddy; soft furnishing should be used in dry areas such as dens and chillout areas.

Nets and ropes – be vigilant to items being wrapped around children’s necks. If hung in trees, ensure items are fastened properly and that children understand boundaries of safe play.

Paddling pools - thoroughly check site to remove twigs, stones or other items that may cause a puncture or injury. Position on level ground. Closely supervise with a clear view of the children in the paddling pool at all times.

Slip & slides - thoroughly check site to remove twigs, stones or other items that may cause a rip in material or injury. Avoid collisions; instruct children to move in one direction, to exit the slide at one end, to walk up the sides of the slides back to the top. To avoid children slipping backwards onto their heads staff must instruct children not to run down the slide, and as they are preparing to slide they should be leaning forwards slightly. Use bubble bath; avoid using washing up liquid. Do not let children slide with hard items in their hands. Children must remove shoes.

Inflatable ‘snakes’ – if indoors, mats MUST cover entire area under the inflatable, allowing for 1.5 meters on all sides for children to fall safely onto mats. Staff must routinely check that inflatable has not moved. Obstacles such as chairs and tables within jumping distance must be moved. If outside, thoroughly check site to remove twigs, stones or other items that may cause a puncture in material or injury to child falling. If outdoors, avoid placing near low branches or bushes. Children must remove their shoes to play on the inflatables, keeping shoes a safe distance to avoid trip hazard.

Inflate / deflate shapes using Makita pump, THIS IS NOT A TOY! The pump is very powerful and can suck in hair or clothing to the mechanics, causing injury or damage. Never blow air directly into a child’s face as this may cause serious injury. After deflation, always insert clear bung and fasten red screw cap into inflatable for storage to avoid loss.

Inflate shapes until they feel hard and solid – they can’t pop from being overinflated with the blower. If there is a drop in temperature the air pressure of the shlateapes will slowly drop so re-inflate shapes as necessary. Be aware that an increase in temperature may cause air inside the inflatables to expand, so monitor and release air to avoid any risk of them bursting on extremely hot days.

When the numbers of children playing are low, inflatables can be stacked two-high to create interesting obstacles. Children can help to manoeuvre them so long as the adult gives clear direction to avoid any injuries. To avoid collisions: instruct children not to jump into the centre of the smaller rings, be aware of older children taking long run and jumps. Adults may use the inflatables with caution. Don’t allow children to use inflatables whilst holding other hard materials, such as sticks, that may injure someone or puncture the inflatables.

Circus toys – Routinely walk around a site to bring circus items back to the circus area; items easily migrate outwards and then often go missing! Request children / public to keep circus toys in the circus area.

To avoid injury, children must use plate-spinning sticks only to spin plates; plate-spinning sticks are not for sword fighting or running around with. Make sure children have adequate space when using toys, encouraging them to find some space. Where possible, keep circus toys away from inflatables.

Staff must stay vigilant. The primary concern of staff is helping children to learn, keeping the area safe and maintaining equipment; staff should avoid becoming overly distracted in trying to learn circus skills themselves!

Slack line – must only be used on grass. Check the area for hazards such as roots, sticks and stones. Follow instructions to assemble the slack line properly. Ensure fixings are secure (use strong trees). Hold hands to get children started. Stored in its own bag.

Craft resources - encourage children to put lids on pens and reuse paper where possible. Scissors must be kept on a table or in a scissors box; do not leave scissors on the floor. Routinely sharpen pencils; children cannot draw with blunt pencils! Keep glues and paints off of rugs and encourage children to return lids. Be aware of the environment; avoid getting glitter or beads on grass. Be aware to avoid choking hazards for younger children.

Lego and other small world toys – be considerate to the value of toys and maintain them appropriately. Be aware of toys being spread out in a play area and keep things together in their sets. Always sort before storing. Be aware to avoid choking hazards for younger children.

Face paints – must be kept clean and hygienic by a staff member taking time to wash the brushes and sponges before putting away after use. If face paint colours are low, replacements can be found at the Scout Hut. Avoid letting children paint on paper with face paint; it's very expensive so should not be wasted. Smaller, sensible groups of children can paint their hands and arms, or they can paint staff! Face paints will melt in the heat so should be kept out of the sun. Check allergies and permissions!

Uniform

If you are wearing the uniform then you are representing the brand and therefore must respect its values. The uniform must only be worn at, to or from work. Staff must wear a SuperPirates branded uniform whilst undertaking any work for the company, unless there is an agreed costume for a special event. Staff are responsible for washing their uniform and maintaining a high standard of cleanliness. If you require extra t-shirts, jumpers or a coat you should request one from management. SuperPirates uniform must not be worn outside of work for social occasions or on social media. Upon termination of employment, all uniforms must be returned to the company. Under no circumstances may the uniform be loaned to anyone who does not work for the company, for any reason.

Mobile phones

Other than the duty manager or shift leader, staff are not permitted to use personal mobile phones during work hours, nor take photographs/ videos of children for their personal use. Phones must be stored as agreed by the manager.

Staff breaks

For every 6 hours worked staff are entitled to a 20 minute break. For holiday club shifts, staff will have 20 – 30 minute breaks shifts at the discretion of the manager.

Rotas and Holiday

Also see staff Contract document. SuperPirates manage shifts using the RotaCloud mobile app and [website](#). Following commencement of employment, staff will be invited via email to join the platform. Staff must turn notifications ON. The platform explains when and where staff are working, and any other necessary details specific to that shift. Holiday is to be requested via RotaCloud, not via text or email.

Shifts are updated regularly on the RotaCloud and it is the employee's responsibility to keep on track of their shifts. Failing to attend work as listed on Rotacloud without a valid reason explained in advance will be subject to disciplinary action – so check!

Staff with a regular shift pattern should not expect shift patterns to change without explanation. If you are usually scheduled to work on set days but your shifts aren't visible, double check with a manager that all of your shifts are 'published'.

Ordinarily, shifts are assigned a minimum of two weeks in advance, usually more. For regular staff, with the exception of the shift falling on a regular agreed day off, or it being previously authorised as holiday, staff are expected to be available for work. Shifts offered *within* two weeks of notice may be declined. Ad-hoc staff may refuse shifts at any time, however once accepted have a contractual responsibility to fulfil their duty. If shifts are not assigned directly to a member of staff, they may be made visible as 'open shifts' on RotaCloud. Any staff member may claim these shifts.

The Standards of Awesome

The Standards of Awesome are a self reflective tool that we have developed for SuperPirates, available on our resources page. It is a checklist of standards which we mark as 'awesome' or 'not yet awesome'. Management will routinely use this to assess the performance of sites, reflecting on strengths and making recommendations for improvement. It is a tool which *you* can access to self assess also. You are welcome to access it at any time.

Induction

This General Handbook is an integral part of your induction to the company. Your manager will read through it *with* you, and it will always be available at superpirates.co.uk/resources

You will also have a formal induction to individual sites as you attend them for the first time. It is necessary that you read all relevant risk assessments and that you are aware of key personnel such as school staff. You will also be given a Contract of Employment.

Employee Contract

Upon commencement of employment, all employees receive an employment contract with SuperPirates. The terms therein must be adhered to at all times. The document includes terms for:

- Employment conditions
- Rights
- Responsibilities
- Hours of work, pay, holiday pensions, expenses and deductions, sickness and absence
- Working elsewhere, restrictions after employment and competition
- Grievances and termination employment
- Alcohol and drugs
- Equal opportunities
- E safety and storage devices
- Health and safety
- Data protection
- Child protection

Policies & Procedures Document

The *Staff Handbook* supports our more detailed *Policies & Procedures* document. All staff can find our Policies & Procedures Document on our website or as a hard copy in our clubs. You *must* refer to the document in your practice. Parents also have access to this document. The document details:

- Recruitment, Staffing & Employment
- Health & Safety
- Hygiene
- Fire Safety
- Lost Children
- Security
- Environment & Equipment
- Safeguarding & Child Protection
- Equal Opportunities
- Special Educational Needs
- Behaviour Management
- Administering Medication
- Sick children
- E-Safety
- Whistleblowing
- Disciplinary & Grievance procedures and Allegations against staff
- Smoking, Alcohol & Drugs
- Confidentiality
- Feedback & Complaints

STAY AWESOME!