



# Responsive Care & Safe Sleep Policy

**This policy was adopted at a meeting of:**

*Torphins Playgroup Pre-School*

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On (date) .....

Signed ..... Designation .....

## **1. Statement of Purpose**

We recognise that all children have a right to be safe, healthy, achieving, nurtured, active, respected, responsible and included and that it is the role of responsive adults to ensure this. Children thrive socially and emotionally when care, interest and sensitivity to their needs is shown by staff. Research has highlighted the importance of nurture and attachment in supporting brain development and the consequences of neglect. This is supported through GIRFEC, using the wellbeing indicators. Relationships are key in making the child feel valued, safe and secure and are at the heart of learning and development. The following policy outlines the setting's guidance to staff on providing an environment based on responsive care.

Throughout this guidance the term 'parents' is used to include all main caregivers.

## **2. Nurturing Relationships**

### 2.1

Each child will be allocated a key worker within the ELC setting who will be their prime caregiver and key link with the child's family. Our staff are trained, competent, skilled, and are able to reflect on their practice and follow their professional and organisational codes. It is the responsibility of the key worker to form positive relationships with the child and family that allow them to become aware of the child's preferences, needs and wider family influences that impact on the child in order to respond sensitively at all times. All staff should foster relationships of trust and confidence with children and families attending the setting. Appropriate [adult/child ratios](#) are observed.

### 2.2

Responsive interactions between adults and children encourage language development and social skills. Staff should maximise these opportunities by talking and listening to children during care routines, meal and snack times, play etc. as well as during planned learning activities. Where possible, prams and buggies that allow staff to face the child should be used, to allow opportunities for smiles, eye contact, gesture, talking and listening that enhances the shared experience. Staff should be aware that children are very sensitive to relationships between adults and should strive to present a good role model of positive, respectful relationships and interactions both with other members of staff and also with parents.

## **3. Rights of the Child**

Staff should respect the rights of the child to influence decisions relating to them. Article 12 of the [United Nations Convention on the Rights of the Child](#) (UNCRC) states that children have a right to express their views and have their opinions taken into account appropriate to the child's level of maturity. This legislation is currently being fully incorporated into Scots Law, therefore it is important to take cognisance of this. Very young children and babies are able to express preferences through use of gesture, smiling, crying and by their level of engagement. Staff need to be sensitive to these indicators.

## **4. Respecting Individuality**

### 4.1

Children should be valued for their ethnic background, language, culture, faith and family circumstances. Staff should respond positively to and celebrate this diversity. Staff should always demonstrate respect for children's home values and social experiences. Where children have physical or learning difficulties, staff should support them so that they feel included, responding sensitively to ensure fairness, equality and opportunity.

## 4.2

Children's needs vary as they develop, and staff should be aware of how best to support them. Realising the Ambition: Being Me (Scottish Government 2020) offers practical advice for staff on responding appropriately to the developmental needs of babies, toddlers and the young child. Staff should become familiar with this guidance.

While accepting that a child's age offers a general guide to expectations of development, we recognise that all children develop at their own individual rate. Staff will use personal observations and assessments to enable them to support the child's development responsively.

## **5. Continuity of Care**

### 5.1

Young children benefit from familiar and positive routines. Their key worker should discuss the child's care with their parents, taking their views and wishes into consideration. It is the key worker's responsibility to ensure that other members of staff are aware of any care preferences expressed by parents, as per their personal care plan, in line with statutory requirements. This will ensure continuity of approach.

### 5.2

While consideration needs to be taken of our daily routines, staffing availability and other practicalities, care routines such as feeding, changing and sleep should be responsive to the child's needs in the first instance. In order to support a positive experience for the child, transitions from home to the ELC setting should be carefully planned by the key person in conjunction with the parent, taking the child's views into consideration. The nature and speed of the transition will be in response to the individual child's needs.

### 5.3

We will be responsive to the needs of children in our care, recognising that sleep is vital to their health, wellbeing, learning and development and support children to sleep when they choose to. We will provide safe and cosy spaces which are comfortable and away from distractions, indoors and out where children can rest or sleep.

A safe sleep policy for reducing the risks and making sleep time safe for babies and young children will be adopted. As professionals working with families, we will ensure all staff and parents know about our procedures in place to reduce the risks and understand what they can do to make a difference to a child's sleep based on knowing all the facts. A child is reliant on their care givers to keep them safe during sleep times therefore we will ensure that all staff are trained and aware of the safe sleeping messages and understand the importance of following them.

We will follow the Scottish Death Trust guidance on providing a safe sleeping environment to minimise the risks of cot death when babies are in our care, we will inform all parents/carers of our policy prior to their child's admission.

## **6. Partnership Working**

We view parents as partners in their child's care, learning and development. As main caregivers, we respect their unique knowledge of the child. We will involve parents in all decisions regarding their child and offer support and information, where necessary, to encourage a consistent approach to the child's care from all significant adults.

Where appropriate, we will work closely with other agencies such as Health, Social Work and Psychological Services in the best interest of the child. We will strive to attain the best possible outcomes for them and ensure they are appropriately involved in discussions

and decisions that affect them, all the while recognising that the wellbeing of the child is paramount.

## **7. Environments**

### 7.1

Article 31 of the UNCRC firmly asserts the child's fundamental right to play freely and make choices about their own learning. Our ELC environment will reflect opportunities for play that respond to individual children's needs. We aim to provide an environment where all children feel welcome and secure, and which responds to their varying needs for familiarity and safety, stimulation and challenge, quiet spaces, boisterous play, indoor and outdoor experiences, reflection or participation, controlled risk taking, fun and enjoyment. All these experiences will be supported by attuned staff.

### 7.2

*Building the Ambition* (Scottish Government 2014, p53 -73) describes three principal drivers of early development and learning as:

- *Wellbeing  
Communication*
- *Promoting curiosity, enquiry and creativity.*

It offers practical guidance to staff on their role in supporting these areas and in providing appropriate environments. Staff should become familiar with this guidance. Young children are very aware of and responsive to atmosphere and staff should be aware of any subliminal messages given through body language or tone of voice.

## **Monitoring of this Policy**

It will be the responsibility of the Manager to ensure that all staff, including new or temporary staff, are familiar with this policy and to monitor that it is being implemented. This will be achieved through both formal and informal observation of staff practice.

## **See also:**

Health and Safety Policy

Infection Control Policy

Curriculum Policy

Additional Support Needs

General Data Protection Regulation – Privacy Policy

Complaints/Duty of Candour Policy

## **Links to national policy:**

When reviewing your policy, please reflect on the 'Health & Social Care Standards My support, My life'

<https://www.gov.scot/publications/health-social-care-standards-support-life/>

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011

[www.legislation.gov.uk/ssi/2011/210/made](http://www.legislation.gov.uk/ssi/2011/210/made)

**Find out more:**

[http://developingchild.harvard.edu/resources/reports\\_and\\_working\\_papers/working\\_papers/wp12/](http://developingchild.harvard.edu/resources/reports_and_working_papers/working_papers/wp12/)

*(The Science of Neglect: The persistent absence of responsive care disrupts the developing brain. Working Paper 12, Harvard University.)*

<http://www.celcis.org/media/resources/publications/Attachment-Matters-For-All.pdf>

<https://www.youtube.com/watch?v=DXdBFFph2QQ>

*(Bruce Perry, Early Childhood Development, Columbus Metropolitan Club)*

<https://hub.careinspectorate.com/media/1623/space-to-grow.pdf>

*(Space to Grow: Section 2, Environment)*

<https://safesleepscotland.org/>

*(Safe Sleep Scotland ;Provide information, advice, and education sessions about safe infant sleep)*

<https://scottishcotdeathtrust.org/wp-content/uploads/2019/02/early-years-safe-sleep-guide.pdf>

<https://www.nhsggc.org.uk/kids/life-skills/sleep/>