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1 Foreword

BSO de Sluiskade started with a specific vision and ideals. Our ideals regarding childcare;

“Sufficient, trained, committed staff and enough space for the children to show who they are”

By this we mean that the emphasis lies on the child and that economic interests always remain subordinate to pedagogical interests.

We do realize that BSO de Sluiskade must be self-sustaining and that sufficient resources must be built up to be a healthy and viable daycare center.

The basic principles here are:

- Respect for one another: every child deserves respect, to be respected and valued.
- Room for development: every child has the right to have their needs met.
- Reflection on what we do: every child has the right to develop by exploring their living environment
- Striving for the best result: every child needs understanding and support to develop self-confidence and independence.

2 Introduction

BSO de Sluiskade is located at OBS de Sluis. We have three vertical basic groups here for children aged 4-13. We are fully focused on the child and ensure a loving, friendly, and safe atmosphere.

We consider open communication with each other, within the team, with the children, and with the parents to be very important. This ensures that no misunderstandings can arise in the guidance of and interaction with the parents and children.

In this folder, we outline our Pedagogical Policy Plan. In it, we clarify our guiding principles. Subsequently, we provide a description of how the group or groups function within the Sluiskade.

Naturally, we also address matters such as nutrition, care, safety, hygiene, and privacy. In addition, you can read how we work on our open way of communicating.

Under the section 'Ensuring safety for children', it is clearly described where the GGD Inspection Reports can be read, as well as the *Risk inspection report* and health management. The GGD inspection reports for the daycare center and out-of-school care are also available on the website.

Our objective is to continuously refine our practices when necessary and to keep seeking ways to support the development of the children who come to us as effectively as possible. We review our Pedagogical Policy Plan annually and adjust it as needed, in order to consistently communicate our own insights and policies externally.

Just as children are constantly growing and developing, we as an after-school care provider also want to experience continuous growth and development!

In addition, in this first part of the Pedagogical Policy, we discuss our Pedagogical Objective. By this, we mean the objective from which we work.

3 Our vision on childcare at an out-of-school care center

Parents have consciously chosen to send their child to after-school care. This means choosing to have the child cared for in a group. For the child, this means a different environment with different opportunities than in the home situation.

The after-school care offers children a safe place to meet and get to know each other, to learn to play together, to eat together, and to rest if desired.

Our after-school care is a place where children learn to be considerate of one another and get used to multiple "educators," our pedagogical staff (group leaders). For many children, this is a major difference from the home situation, where they usually have to deal with two educators.

BSO de Sluiskade thinks it is fantastic to see how the "older" children interact with the younger children and vice versa. From an early age, the children learn to live together and to be considerate of one another!

The spaces at the after-school care are specially designed for children and often offer more challenge and opportunities for play than at home. In every group room, we pay attention to the individual development of each child. We do this in areas such as:

- Language (speech/language development)
- Play (individual and group-oriented)
- Practicing skills: social skills
- Personal skills
- Independence
- Discovering one's own potential
- Learning to deal with boundaries and rules

Out-of-school care offers parents a broadening of the parenting situation. It provides a supplement to the parents' parenting activities. Parents can expect support with parenting.

By this we mean support through our involvement with the child and, if needed, by helping to think through specific parenting questions. Naturally, if necessary, we are happy to call upon the support of parents regarding questions about their child's development.

Parents can trust that we take good care of their children and give them loving attention, and that the spaces where the children stay are attractive, clean, and safe. Parents can trust that the pedagogical staff treat the children with care.

Parents can always contact us with questions, comments, requests, or complaints. Through conversations, reports, and observations, we keep all parents informed of all current developments regarding their child.

The out-of-school care ensures that all children receive the attention, love, care, and safety they need. Five guiding principles are central to this:

- Every child is unique and is accepted and valued.
- Every child needs time to rest, nutrition, attention, and love.
- By providing safety, a child gains self-confidence, which leads to seeking new challenges and greater independence.
- Pedagogical staff serve as role models: children adopt the behavior of adults (urge to imitate).
- The children learn the reality of the day through play.

4 Pedagogical objective of BSO de Sluiskade

Our goal is to promote the children's development in close consultation with the parents by bringing the children together in a group setting under expert supervision in designated group rooms. These group rooms are specially equipped for this purpose.

Every child is placed in a fixed group, in their own base group.

To promote the development of the children in line with our objectives, we set the following requirements:

- In addition to knowledge of child development, BSO de Sluiskade considers the pedagogical practice of a Pedagogical Staff Member to be of essential importance. The way they interact with children, parents, and colleagues largely determines whether we can promote children's development.
- We believe it is important that the group rooms are furnished in such a way that they offer sufficient space and materials for the development and growth of the children.
- The pedagogical staff know how work is done in the groups and how people interact with each other.
- The pedagogical staff and the supervisor have regular contact with the parents.
We consider good consultation with the parents important and necessary to get to know the child well, try to understand their behavior, and be able to respond appropriately.

5 Group formation at BSO de Sluiskade

Choosing after-school care is a conscious choice for the child's care in a group. A group is a collection of individuals who have similar interests, but naturally also conflicting interests.

In the groups, we leave as much space as possible for and take into account each child, without the other children being overcrowded. The children therefore learn at an early stage to be considerate of one another (through play).

To meet the conditions for developmental opportunities within the group, the children must feel safe and secure. We create this opportunity by ensuring stability and continuity within the groups.

Every child is placed in a fixed group; this is called a Base Group.

- BSO De Sluiskade offers three after-school care rooms, of which group (De Zeepaardjes) has 15 places, group (De Schelp) 20 places, and group (De Zeerovers) 15 places. These are vertical groups for children aged 4-13.

Daily Schedule

School days:

14:15	Entry
14:30-15:00	Fruit and drink break Activities,
15:00 - 16:00	outdoors or free play
16:00 – 16:30	Cracker and raw vegetables + drink time
16:30 - 18:30	Activities, outdoors or free play

Holidays:

07:00-09:00	Entry
09:00-09:30	Fruit and drink time Activities,
09:30-11:30	outdoors or free play Lunch
11:30-13:00	

13:00-15:00	Activities, outdoors or free play
15:00-15:30	Eating crackers, rice cakes, or breadsticks and drinking time
15:30-17:00	Activities, outdoors or free play
17:00-17:30	Raw food/vegetables and drink time
17:30-18:30	Activities, outdoors or free play

During the holiday period, activities are prepared for various age groups. Children are welcome to join in. This is always a free choice.

After-school care

BSO 'De Sluiskade' is located at OBS de Sluis in Lelystad-haven. Laws and regulations apply to all groups.

As of April 1, 2013, the rules for the occasional or regular purchase of an extra day (or part-day) of childcare have changed. The general rule is that a child in day care and out-of-school care is placed in a fixed group. For day care, this group of children is referred to as a "core group".

For out-of-school care, this group of children is referred to as a 'base group'. The change entails that, with written consent from the parents and agreements regarding the duration, temporary additional care may take place in a group other than the main or base group.

What does the relaxation of the core or basic group mean for the Sluiskade?

If parents wish to arrange extra childcare and there is no space available for this extra care in the child's regular core or base group, the extra care may take place in another group. A condition is that parents provide written consent for the extra care in the other group and that written agreements regarding the duration of the extra care in the other group are made with the parents. The Municipal Health Service (GGD) monitors this.

Leaving the base groups

Routine and clarity are of essential importance to children.

Knowing what to expect and being cared for in a familiar group room plays an important role in this. Every day, the children are brought to their own fixed base group by their parents. There, they see one of their regular pedagogical staff members, who has a conversation with the parents and then takes over the child.

Leaving this base group occurs when activities are taking place in another room, such as celebrating a birthday or a play activity. As soon as the activity is finished, the pedagogical staff member returns to the base group with the children.

The staff-to-child ratio is not exceeded when leaving the base group.

When will your child be placed in a different base group?

Your child may be placed in a second base group on an occasional basis for a day (or part of a day) or for a specific period:

- in case of understaffing of the groups;
- during holidays;
- when requesting an extra day when there is no space in the own base group (in

consultation with parent).

Fixed days and extra half-days After-School Care

Children placed in the after-school care attend on fixed days whenever possible, but flexible care is also offered. However, this makes no difference to the children, as they are scheduled in their base group. If a parent requires extra care, they inquire whether there is space in the child's fixed base group. The pedagogical staff member consults with the parent to determine if there is space, applying the staff-to-child ratio. The pedagogical staff member also reports the extra care to the administration of BSO Sluiskade. If there is no space in the child's base group, the parents are consulted regarding the placement of the child in a different group for the extra care.

Customer friendliness is applied here to accommodate parents as much as possible, and it is also in the best interest of the child that childcare is provided at a fixed location as much as possible.

After-school care ratio

On Monday, Tuesday, Thursday, and Friday, the after-school care starts at 14:15. Between 14:15 and 14:45, there is an opportunity to be off-duty, specifically 30 minutes per day. Children from various schools are brought to the location. Between 14:45 and 19:00, staff are present at the location on a fixed-duty basis. On Wednesday afternoon, the after-school care starts at 12:30. At that time, too, children are picked up from various locations. There are also children who come out of school at 12:15. On Wednesday afternoon, the pedagogical staff are on a fixed-duty basis at 13:00.

6 Support for Pedagogical Staff

The pedagogical staff guide the children during an important phase of their lives. We are focused on the well-being of the child and possess the professional training, specific knowledge, and skills to achieve this, which is evident in daily practice.

The pedagogical staff are supported and guided in their work with the groups by the owner of BSO Sluiskade. She is present at the BSO Sluiskade location four days a week and is regularly in the groups. She makes time for personal care and attention for the staff.

Interns

De Sluiskade has employees in training (our future colleagues). These are primarily interns from the SPW Level 4 program. Occasionally, a short introductory internship is offered to introduce young students to childcare. There is a collaboration with Calibris, and BSO Sluiskade is certified to teach interns the profession. The practical skills assessments that are part of the ROC Portfolio can be administered at the BSO. To this end, an employee has completed the Qualifying Assessment course. An internship policy has been written for the interns; this policy is available at BSO Sluiskade. Because there are interns of different levels and educational backgrounds, the best way to supervise each intern is determined on a case-by-case basis. The assignments and tasks that an intern can and may perform depend on the intern's level and education. The intern will support the pedagogical staff member in performing operational tasks (helping children put on their coats and shoes, going to the toilet, changing diapers, etc.). Furthermore

There will be scope for the intern to link assignments to working with the group. This may involve preparing creative activities, leading a circle time, or conducting an observation. This depends on the intern's type of education and level. An intern may never be alone with the group and may never bear full responsibility for the children in the group.

When an intern (year 2 or 3) has been working at the organization for at least 3 months, it is possible for him/her to receive a work-study agreement for a minimum of 12 hours per week.

This means that the intern can be deployed alongside permanent staff. This always takes place under the supervision of a permanent employee and therefore also implies that an intern is never alone in the building or opening or closing the premises.

The Pedagogical Staff

At BSO de Sluiskade, there are pedagogical staff members who all have experience working in childcare.

Pedagogical staff play an important role in children's developmental opportunities. They offer children opportunities and challenges so that they can further develop. Pedagogical staff monitor safety and ensure a pleasant atmosphere in the groups. They also ensure a coordinated pedagogical approach through consultation with parents.

In addition to the care and guidance of children, the following points are guaranteed by all pedagogical staff of this daycare center:

- Being aware of norms and values
- Providing safety and trust
- Knowledge of hygiene, nutrition, and care
- Knowledge of children's development
- Stimulate and support
- Signaling and observing
- Maintain good contact with the parents

Educational requirements for pedagogical staff

The pedagogical staff hold an MBO diploma focused on childcare that meets the collective labor agreement standards.

These include KV/JV (Child and Youth Care), SPW (Social Pedagogical Work), and PMK (Pedagogical Management in Childcare).

In addition, every pedagogical staff member must be in possession of a 3F certificate. An indication on a diploma is also sufficient.

Furthermore, all pedagogical staff members hold a relevant First Aid/CPR certificate (Oranje Kruis) and a valid Certificate of Conduct (VOG).

At the branch, there is a folder in the owner's office where this data is collected. The names of employees holding a valid First Aid certificate are also listed in the safety and health policy plan.

Continuous screening of all employees from March 1, 2013

To ensure safe childcare, people working in childcare must be in possession of a Certificate of Conduct (VOG). The VOG demonstrates that a

the person does not have any criminal offenses on their record that constitute an obstacle to working in childcare. A Certificate of Conduct (VOG) is a snapshot in time. People can commit a criminal offense after a VOG has been issued. As long as this is not known to the owner of BSO Sluiskade or the supervisor, they can continue working in childcare. This is undesirable!

Therefore, the government has decided that, as of March 1, 2013, all persons working in childcare will be continuously screened for criminal offenses. This does not apply to interns or volunteers. This screening entails comparing criminal records in the Judicial Documentation System daily with a file of people working in childcare. If it appears that a person working in childcare poses a threat to a safe environment for children, a notification is sent via the municipality and the Municipal Health Service (GGD) to the owner of BSO Sluiskade. Due to the privacy of the employee, this notification does not contain an explanation of the criminal offense itself.

A signal may relate to violent and sexual offenses or weapons and drug offenses. After a signal is received from the GGD, the owner of BSO Sluiskade requests the employee to apply for a new Certificate of Conduct, or a decision is made in consultation with the employee concerned to terminate the employment.

If the employee wishes to apply for a new Certificate of Conduct (VOG), this employee is temporarily prohibited from having contact with the children at BSO Sluiskade and will be placed on inactive status. If the employee has applied for a new VOG and it is subsequently not issued, or if the employee does not wish to apply for a new VOG, this constitutes grounds for the employee's dismissal.

Change from 2018

From March 2018, all employees will be required to be registered in the Childcare Personnel Register. Employees must register themselves in the register using their Digi-ID. The operator of Kidzahoy and BSO Sluiskade can then link the employee. If an employee is not registered, they may not work at BSO Sluiskade. In this way, continuous screening is carried out. All employees, including the group leaders who also work at the Kidzahoy after-school care, are registered there, providing a single point of control.

7 Providing safety for children

The safety of the children at the out-of-school care is ensured not only by the care provider but also by other agencies. Every year, De Sluiskade is inspected by the Municipal Health Service (GGD) regarding child safety. If the GGD identifies areas for attention, these are adjusted in the policy. The owner and all pedagogical staff at De Sluiskade have a very important role in identifying unsafe situations for the children, but above all in preventing unsafe situations.

De Sluiskade conducts an annual Health, Safety, and Risk Assessment (RI&E). This is issued by Consument en Veiligheid. Based on this, action plans/reports are drawn up. Any dangerous situations are immediately addressed and remedied. The owner of BSO Sluiskade conducts checks on compliance with the Policy.

For parents: The Health Management and Safety Risk Inventory is always available for inspection at the office. A completed copy is also available for inspection in every group. If there are questions about the action plans or if an explanation is needed, any parent can ask the pedagogical staff or the owner of BSO Sluiskade.

The inspection report drawn up by the GGD following an inspection is always available for viewing at the BSO Sluiskade office and in all groups.

The findings of the GGD are also posted on the website. Additionally, the GGD inspection report is published annually on the BSO Sluiskade website. During an intake interview, new parents are informed about the RI and E, health management, and the GGD inspection report (see Pedagogical Policy Part A: Ensuring Safety for Children 7). The Complaints Procedure is also explained (see Pedagogical Policy Part C: Complaints Procedure 20). Open communication is very important to all employees of Sluiskade, and therefore parental involvement is highly appreciated.

The OC

The Risk Inventory and Evaluation, health management, and the resulting action plans/reports are discussed annually with the members of the Parent Committee. In the absence of a Parent Committee, an AOR (Alternative Parent Council) is used.

Suggestions arising from this are discussed and adjusted to the Policy and the groups.

According to the Childcare Act, every daycare center is required to have a Parent Committee (PC). The members of this committee are parents of the children attending the daycare center and/or out-of-school care. PC members can be appointed for two years. As parents, you can contact the PC with questions, comments, and ideas regarding the daycare center. As a parent, you can also actively participate in the PC yourself when vacancies arise.

The objective

The goal of the OC is:

- To serve the interests of the parents and children as well as possible
- To give parents a say in the day-to-day operations and policy development within the out-of-school care

- To advise on the quality

The Parent Committee therefore forms a link between the daycare center and the parents!

What tasks does the OC have?

According to the Childcare Act, the owner/management of the daycare centre must ask the Works Council for advice on proposed decisions regarding:

- Implementation of quality policy
- Pedagogical policy plan
- Nutritional matters/general policy on nutrition
- Risk assessment, safety and health
- Opening hours
- Policy regarding play and development activities
- Complaints procedure
- Price changes

The OC is authorized to advise, both upon request and unsolicited, on the points mentioned above. The owner may deviate from the advice of the OC if it can be substantiated that the interests of the children militate against the advice.

The OC has the following tasks, among others:

- Act as a point of contact for parents
- Hold regular consultations with the owner regarding the Policy
- Provide input for a Parent Evening upon request
- Ensuring clear information is provided to parents regarding the activities of the Parent Committee

Regulations

The OC operates in accordance with the sample regulations based on the model of BOINK (parents' interest group) and the MO group (employers' interest group), the "Internal Regulations".

The first set of regulations, for example, lays down the tasks and functions of the OC. The second set states, for example, the duties of OC members, how often the OC meets, and how parents are informed.

Situation at After-School Care de Sluiskade

The Parents' Committee of the Out-of-School Care represents the interests of the parents and children. Under the Childcare Act, the Parents' Committee has the right to advise on:

- Pedagogical policy plan
- Nutritional matters
- Safety and Health Risk Assessment
- Opening hours
- Complaints procedure and the appointment of the members of the Complaints Committee
- Childcare Price
- Quality policy regarding the number of children per square meter, group size, and training requirements for trainees.
- The four-eyes principle

Should a parent wish to contact the Parent Committee, this is of course possible. The Parent Committee has a designated area where information about the committee is posted. We are currently recruiting members for the Parent Committee. From now on, we will abbreviate the Parent Committee to OC.

Reference is also made to the Holder; this refers to the Sluiskade holder. By the Organization, we mean BSO Sluiskade.

The House Rules

For this purpose, we have used the Model Regulations for a Parents' Committee. These regulations were compiled by Boink and the Childcare Sector Organization.

Boink is the Association of Parents in Childcare. The Internal Regulations consist of:

- The working method of the OC (determined by the OC itself)

- Agreements between the Parent Council and the After-School Care

This is coordinated by the OC and the Organization with the agreement of both sides.

Agreements from the Organization

1 Composition from the OC

- A In addition to the persons mentioned in Article 3a of the "Parent Committee Regulations", the provider and the parent committee exclude persons employed by another childcare organization and partners of employees in the organization.
- B The holder and the OC may establish an advisory committee. This committee may advise the OC where necessary and has no voting rights. The advisory committee never consists of more persons than the number of members of the OC.

2 Communication between the holder and the OC

- A The holder may transfer the practical execution of the resulting matters to one or more persons employed in the enterprise. This could be, for example, a branch manager.
- B The holder who exercises this authority reports this in writing to the OC, stating name and contact details.
- C The holder and the OC draw up an annual plan in joint consultation.
- D Both the holder and the OC may submit a request to schedule a joint meeting. This is then done in consultation, outside of the regular meetings.
- E The Parent Committee may provide input at the Parent Evenings at the request of the holder.

3 Advisory process

- A The holder requests the OC in writing for advice and, upon request, provides in writing, in a timely manner, all information that the OC reasonably requires for the performance of its task. (Childcare Act 1.60)
The Advisory Period commences once this law has been complied with.
- B After each request for advice, and before the advisory period commences, the holder and the OC make written agreements regarding which information is sufficient for the OC to provide the advice. The advisory period then commences.
- C The advisory period of the OC is 4 weeks, provided that the advice may be taken into account in the decision.
- D By agreement between the holder and the OC, attended by two members, including the chairperson, a shorter procedure may be used for urgent requests for advice.

The advisory period shall be agreed upon in writing. For this, the holder proposes a period of 2 weeks.

- E Following agreement between the holder and the OC, this is possible for certain requests for advice. A longer period is agreed upon if the situation warrants it. This may occur, for example, during the summer holidays. A period of six to eight weeks can then be agreed upon.
- F At least once a year, the OC receives in writing general information regarding the policy pursued at the daycare centre during the past year and to be pursued in the coming year with respect to the advisory rights referred to in the Childcare Act, with the exception of the subjects for which the right of advice has been delegated to the central OC.
- G The holder may only deviate from an advice of the OC if he submits a written and motivated objection, thereby clearly substantiating that the interest of the childcare opposes the advice of the OC (Childcare Act, Art. 1, Para. 2).
- H The Holder shall indicate in writing, no later than four weeks after receiving the advice from the OC, whether or not the advice of the OC is being followed.
- I If no response is given to the holder within the advisory period and the holder has fulfilled all obligations, the OC is presumed to give a positive recommendation.
- J The OC informs the parents about the outcome of the advisory process.

4Facilitation OC

The holder facilitates the OC via:

- Informing all parents of the existence of the Parent Committee (OC). This takes place during the intake of new parents. If, for example, the OC has produced a brochure about its activities, this is provided during the intake as soon as the OC is mentioned.
- Membership of an interest group
- Providing a meeting room and coffee/tea etc.
- Making office supplies and copying facilities available, as well as the ability to send and receive information for the OC
- The possibility to communicate with individual parents provided they give permission for this.
- OC's own input: will be completed later once the OC has started

At the request of the OC, the holder may make funds available for:

- Organizing or assisting with one Parents' Evening per year
- Attending a conference
- The ability to participate in specific training for the OC (the above-mentioned points relate to financial resources)

5 Confidentiality

The members of the OC are not, in the first instance, bound by a duty of confidentiality regarding matters that have come to their knowledge by virtue of their membership.

A duty of confidentiality applies in the following situations:

- Information and documents may only be designated as confidential if they concern data of private individuals (Protection Act) personal data) or if it concerns data that harm the economic interests of the organization
 - The OC may also request confidentiality regarding information or details brought to the holder's attention in writing or by any other means.
- C Requests for confidentiality must be justified (i.e., explain why confidentiality is requested).
- D Where possible, the holder or the OC indicates for how long confidentiality applies.

6 Disputes

- A Disputes between a Parent Committee member and the provider regarding the performance of regular Parent Committee work or the activities of the Parent Committee included in the regulations may under no circumstances lead to the termination of that parent's childcare place by the provider.
- B The holder or the OC may request to exclude a member of the OC from the activities of the OC for a specified period.
This request may be submitted to the Disputes Committee (if applicable) or otherwise to the Court.
Such a request may only be made if the OC member concerned seriously obstructs consultation with the holder or the activities of the OC.

8. Beginning, Vision, and Starting Points

8.1 Start

This Pedagogical Policy applies to BSO de Sluiskade. BSO de Sluiskade is located in OBS de Sluis and has LKR number 263658673.

Vision

Every child is unique. We offer our children a safe environment so that they can develop to their full potential. By providing an environment of safety and security, children can develop into independent, resilient, and social individuals.

We work with a pedagogical vision that encourages children to discover and develop. Our pedagogical staff provide challenging play and developmental materials.

Basic principles

- Respect for one another: every child deserves respect, to be respected and valued.

- Room for development: every child has the right to have their needs met.
- Reflection on what we do: every child has the right to develop by exploring their living environment.
- Striving for the best result: every child needs understanding and support to develop self-confidence and independence.

8.2 Personal competence

For a child's development, having self-confidence and a positive self-image are very important for personal development.

A child with sufficient self-confidence and a positive self-image learns to stand up for themselves, learns to become independent, and learns to be self-reliant.

The child is not afraid to make mistakes and dares to ask for help when needed. At our after-school care, the pedagogical staff encourage the children's self-confidence. They do this by teaching the child to develop their boundaries and to push the limits of what a child can, wants, or dares to do.

The pedagogical staff make the child aware of their own abilities and qualities and respond to, for example, jokes and comments.

Responding to children's initiatives, rewarding and praising, and giving compliments are positive ways to stimulate the child's personal development. In addition, it is very important that the child trusts the pedagogical staff member so that the child is open to learning from them.

The group is a social living community in which one can practice with one's own boundaries and the possibilities of the child's behavior.

The child's personal competencies can be highlighted within the group by offering activities that allow the child to distinguish themselves.

This is done by doing crafts with the child. Personal competencies that are also worked on by the after-school care groups are:

- The child must learn to become self-aware and develop their own taste.
- The child must learn to show whether or not they find being touched pleasant during care.
- The child must learn to solve 'problems'.
- The child must learn to fend for himself (self-reliance)

8.3 Emotional safety

Parents' choice of childcare at BSO de Sluiskade is a choice for their child's care in a group setting. In the group where the child is placed, they can build relationships with other children and with the pedagogical staff.

Social-emotional development is stimulated through interaction with other children and with the pedagogical staff in the groups. The aim is to provide children with a safe environment where they feel secure by creating a warm and home-like atmosphere.

To this end, the pedagogical staff work in a child-centered and child-following manner, and engage in a consciously passive or consciously active way.

Emotional safety is also provided by:

- The groups at BSO de Sluiskade are vertical groups. By dividing the groups into upper and lower levels, different activities can be offered for different age groups. This allows pedagogical staff to respond to the child's needs regarding emotional development. Activities can also be better tailored to the children's development and competencies.

The activities offered are tailored to stimulating and developing the children.

The approach to the children in these groups will be adapted to their age. Because the groups are divided by age during activities, children can be approached more specifically by the pedagogical staff member, allowing for better correction and guidance regarding norms and values.

- The pedagogical staff member ensures a relaxed and open atmosphere in the group.
- The groups are staffed by permanent pedagogical staff so that the child develops a bond of trust with the staff member (see section on practical implementation and services).
- The child is given the opportunity to discover and express their own emotions and is guided in this by the pedagogical staff member.
- Work is done on social skills by, among other things, having children play together and offering activities in small groups. They also learn to listen to each other when something is being said and to resolve disagreements together.
- The children are invited to participate.
- The pedagogical staff talk to the children at eye level so that they are equal to the children.
- Work is carried out with a fixed structure and regularity (see section practical implementation and daily schedule).
- The pedagogical staff member has a respectful attitude towards the child, and communication is conducted in a child-friendly and professional manner.
- During drop-off and pick-up times, the pedagogical staff devote ample time and attention to the child's parents, providing a good and clear handover.

8.4 Bitcare

We use Bitcare in all groups. Bitcare is an online software program that parents can install on phones, iPads, and computers. Through Bitcare, parents can follow the children throughout the day in the form of photos, information, and contact with the group leaders. This way, parents can follow from home what the days at Sluiskade look like. If parents have questions for the group leader or wish to pass on information, they can do so via Bitcare, which includes a chat function for quick messages. The group leaders receive the message and can communicate directly with the parent.

The photos and information are only accessible to the parents with whom the contract has been concluded. They receive a personal login code that allows them to track only their own child. This guarantees privacy. During an intake, parents are explained how Bitcare works. Parents are also informed who the child's mentor is. In Bitcare, parents can also see who the child's mentor or point of contact is.

8.5 Social competence

Through the childcare we provide daily, various social skills are developed in the children. These social skills are optimally developed in the children by the pedagogical staff.

In the after-school care groups, there is a fixed and clear daily schedule between the individual moments the children receive and the group moments. Activities are offered to the entire group as well as to smaller groups that rotate, ensuring that all children have sufficient play materials. In the groups, the pedagogical staff ensure that the children learn to play together, talk, listen, have fun, share, wait for each other, and learn to be considerate of one another.

The play materials and play offerings are provided in such a way that play can take place both individually and in groups. The play materials and play offerings are developmentally oriented and challenge children to play, taking into account differences in age, gender, and social and cultural backgrounds. The task and role of the Pedagogical Staff Member depend on the situation as it may arise and can be directive, guiding, corrective, nurturing, stimulating, or passive.

The social competencies addressed in the groups at this Children's Center are:

- The pedagogical staff member encourages group activities by regularly engaging in group activities together, such as a circle discussion or celebrating a party.
- The pedagogical staff member helps the children resolve minor conflicts or arguments and teaches them to resolve them together.
- The pedagogical staff member encourages the children in their interaction with one another.
- The pedagogical staff member tries to make the children clear and aware of the feelings and emotions of the other children.
- The pedagogical staff member is aware of their own role and sees themselves as a role model to encourage the children's social behavior.

8.6 Norms and values

Children learn through imitation. The pedagogical staff are very important and influential role models. Pedagogical staff consciously make use of the children's imitative behavior. In the groups of this Childcare Center, the pedagogical staff consider it their task to pass on the generally applicable rules of norms and values to the children.

- Children learn to follow rules and agreements.
- Children learn to show respect to others and their property
- Children learn to play and share together
- Children learn not to hurt others
- Children learn to be polite

- Children learn to respect nature

At BSO de Sluis, the pedagogical staff ensure that rules, agreements, and how people interact with each other are adhered to, and intervene when necessary. The pedagogical staff member addresses children regarding behavior that deviates from the rules, agreements, and the way they interact with one another. Through play, unwanted behavior is redirected towards desired behavior.

After-school care De Sluis

Children can make use of pre-school care (VSO) and after-school care (NSO). Pre-school care is also located at OBS de Sluis. Care is provided from 06:30 to 08:30. The children are taken to their classrooms by the childcare worker. There is also the option to have breakfast. Children are placed on fixed days of the week. The option of flexible care is offered if parents request it due to circumstances. The childcare workers work according to a fixed schedule.

Children at BSO de Sluiskade have free time, but activities are always offered. Children are free to choose whether or not to participate in an activity. However, children are encouraged (not forced) to participate in activities regularly. Mealtimes are always eaten together. During the holiday period, an activity program is offered in which all children participate. Within this program, there is sufficient time for the children to choose for themselves what they want to do, provided this is within the group's capabilities and rules.

Ratio

At BSO de Sluiskade, we work with the legally established staff-to-child ratio. Staff-to-child ratio:(<http://1ratio.nl>)

- One pedagogical staff member per 11 children aged 7 and older.
- One pedagogical staff member per 10 children aged 4 to 12.

Because the Sluiskade after-school care group consists of groups with ages ranging from 4 to 12 years, as of January 1, 2019, one pedagogical staff member will be assigned per 11 children, pro rata to age.

9. Leaving the base groups

At Sluiskade, most activities are carried out within the base groups. However, the base groups may be left for certain activities. The staff-to-child ratio is always maintained in these cases.

The groups can be left to;

- To play outside
- To go on trips (see trips policy)
- Celebrating birthday parties/festive occasions
- Outdoor and indoor activities

To combine

We work with base groups, in which children are cared for on fixed days. On Wednesdays, there are fewer children present, meaning that some of the children present are cared for in another base group and merged into one group. This is known to the children and parents.

During school holidays, the core groups are also merged if there are fewer children present. Parents are aware of this, and it is always discussed with the children during the holidays. All group rooms are available during the holidays, so if it turns out that merging is not the right choice at that moment, work can still continue in the fixed base groups.

10. Personnel policy (code of conduct)**10.1 Deviate from BKR and the three-hour rule by a maximum of half an hour per day**

According to IKK legislation, a deviation of one hour per day from the BKR is permitted. We implement this in our daily structure at the Out-of-School Care. At present, we do not use this structurally. There is a plan to allow a staff member to go home half an hour earlier at the end of the day, when some of the children have already been picked up, by making use of a half-hour deviation. Parents and the Parent Committee have been informed of this.

Three-hour rule

The childcare organization may deviate from the staff-to-child ratio (SCR) for a maximum of 3 hours per day when the organization is open for more than 10 consecutive hours. During these deviating hours, fewer pedagogical staff may be deployed. This is called the three-hour rule. For out-of-school care, this only applies on days when the entire Daycare is provided as during the holidays.

Group	Maximum number children based on the square meters	Minimum effort staff based on age present children	Maximum effort staff based on age present children	Regular break times
<i>The Seahorses</i>	15	1	2	12:30-14:30
<i>The Shell</i>	20	1	2	12:30-14:30
<i>The Pirates</i>	15	1	2	12:30-14:30

Standard childcare services KidzAhoy
06:30-17:00

08:30-18:00
09:00-18:30
09:30-18:30

It is possible that a period of service differs slightly from that described above. In practice, the service will always align with the needs of the BKR.

Times of deviation from BKR

We regularly track the average times at which children are dropped off and picked up. We adjust our service times accordingly. Should children be dropped off earlier or picked up later, we may deviate from the BKR.

During breaks, deviations of a maximum of two hours per day are permitted, giving us leeway at the beginning and/or end of the day to make adjustments if necessary.

At the beginning of the day, during breaks, and at the end of the day, the room is never fully occupied, making our assessment for these times pedagogically sound. In the morning, no activities are scheduled yet, ensuring that all children are always fully scrutinized and receive full attention.

(MERGER) Doors between the groups can be opened, so that help can always be requested from colleagues should, for example, an extra pair of hands be needed. The same applies at the end of the day.

Safeguarding during deviation

During moments of deviation, the pedagogical staff are aware that they are with fewer staff members in the group. To compensate for this, they choose activities that are suitable for staffing with fewer colleagues. Examples include an activity at a table with sufficient overview and visibility of the children.

Should extra help be needed, they can always indicate this, and everyone will work together to find a solution. If a child requires more attention during staff breaks than a staff member is able to provide at that moment, she must notify her employer and colleagues in a timely manner so that extra help can be provided in the group. This applies to incidental or recurring situations.

10.2 The Code of Professional Conduct

A code of conduct contains ethical and practical standards that the pedagogical staff member must adhere to while working at Sluiskade. This concerns rules of conduct that prescribe what professional pedagogical staff members do and do not do with children, parents, colleagues, and third parties.

In this way, the code of conduct provides a framework for actions and behavior while working with the group. It provides clarity to the pedagogical staff member, as well as the clients (meaning children and parents) and other colleagues working within BSO Sluiskade, regarding the principles that pedagogical staff members apply in their profession.

Code of professional conduct and the administration of justice

The Code of Professional Conduct is not a law. However, the Code of Professional Conduct is related to legislation and regulations. The provisions of the Code of Professional Conduct have been drafted in the spirit of this legislation. The Code of Professional Conduct describes what is generally accepted within the professional group.

The use of the code in practice

The Code of Professional Conduct establishes the values, norms, and rules of conduct that are important for the proper practice of the profession in childcare. The Code of Professional Conduct applies indefinitely. The Code of Professional Conduct can provide clarity in various practical situations to determine whether a particular choice is the most desirable at that moment.

11.0 General principles for working at BSO de Sluiskade

The pedagogical staff member cares for and guides the child with respect and makes no distinction based on the beliefs, values, norms, or habits of the child and the parents/guardians.

- Every family has its own culture
- Every culture has its own norms and values
- Every child has their own integrity, which is respected.
- The pedagogical staff member creates an atmosphere in which every child feels at home.
- During an intake interview, the values and norms that are important at the Sluiskade are discussed.

The Pedagogical Staff Member keeps confidential information secret that she may hear while working at the Sluiskade.

If it is important for the direct exercise of the profession that confidential information is shared in the interest of the child, this shall only be done with colleagues.

The Pedagogical Assistant works based on expertise and professionalism. She knows the limits of the profession.

Therefore, a Pedagogical Staff Member consciously acts on the knowledge and experience gained during the training. From this basis, the Pedagogical Staff Member can always open her work and actions for discussion.

The Pedagogical Worker contributes to the development and appreciation of the profession. The Pedagogical Worker also works on their own professional development in line with relevant societal developments. If necessary, the professional practice of a Pedagogical Worker is adapted accordingly.

- The Pedagogical Staff Member keeps up to date with pedagogical innovations by reading professional literature and following news via the media.
- The pedagogical staff member is open to pedagogical innovations and changing views in society.
- The Pedagogical Officer critically assesses new visions, and policy is adjusted accordingly if necessary.

11.1 The Pedagogical Staff Member is responsible for her own way of working

If accountability is required, she is prepared to do so.

- The Pedagogical Staff Member is expected to be able to shape professional practice through their own expertise.
- The pedagogical staff member is expected to be able to explain why she did something by choosing a particular course of action.

- The pedagogical staff member makes use of pedagogical insights and knowledge customary in childcare.
- The pedagogical staff member assesses these assignments as described in the Code of Professional Conduct or in the legislation.
- The Pedagogical Staff Member has a professional attitude and is fully aware of the responsibilities towards the child, the parents/guardians, and the profession.
- The Pedagogical Staff Member gives parents/guardians the confidence that the child is in good and safe hands, and this is done by:
 - To demonstrate expertise (know what you are doing) Be aware of your responsibilities
 - To project a professional attitude To act professionally

11.2 The interaction of the Pedagogical Staff Member with the child and the parents/guardians

The Pedagogical Staff Member ensures that the guidance and care are tailored as much as possible to the wishes and needs of the child. This can always be done in consultation with the parents/guardians.

- The pedagogical staff member always starts from what the child needs. This can be done by making observations and by carefully looking at (interpreting) the child's behavior.
- The pedagogical staff member discusses matters raised by the parents/guardians, and based on her professionalism, different care or guidance will be provided.
The pedagogical staff member establishes a professional relationship with the child and the parents/guardians.
- The pedagogical staff member informs the parents about the existing pedagogical policy.
- The Pedagogical Staff Member explains to the parents/guardians why the working methods are structured in this way with regard to the pedagogical policy.
The pedagogical staff member is fully aware of her position of power, both mentally and physically, and behaves in such a way that no harm is caused to the child on a psychological or social level.
- The pedagogical staff member is responsible for rewarding and punishing the child and does so in the appropriate manner.
- The pedagogical staff member ensures that she properly guards her own boundaries and emotions in the relationship with the child.
The pedagogical staff member does not display emotional interactions; she shows involvement and warmth.
- The pedagogical staff member realizes that she has a professional relationship with the parents/guardians.
- The Pedagogical Staff Member ensures a good combination of professionalism and involvement with the parents/guardians.
Should the pedagogical staff member suspect child abuse, she shall report this to the owner of BSO Sluiskade, and the procedures of BSO Sluiskade shall be followed.

11.3 Objective and standards

- The pedagogical staff member takes measures to protect the child if there is an immediate danger to the child's psychological and/or physical well-being. Based on a pedagogical staff member's skills in targeted and systematic observation and knowledge of deviant behavior, the pedagogical staff member may suspect child abuse.

The pedagogical staff member keeps confidential information she has about the child and the parents/guardians strictly secret.

- The pedagogical staff member adheres to the privacy regulations of BSO Sluiskade; these regulations are based on current privacy legislation.
- The pedagogical staff member does not talk about the child and the parents/guardians when other children or other parents/guardians are present. The pedagogical staff member collects data regarding the child and the situation that are important for the practice of the profession.
- The pedagogical staff member ensures that no data is collected that is not important for acting in this situation.

11.4 The relationship of the Pedagogical Staff Member with colleagues and others

Should there be information regarding a child, the Pedagogical Staff Member discusses with the parents/guardians with whom she shares this information regarding the colleagues/

This only happens with the permission of the parents/guardians.

- The child and the parents/guardians have a right to privacy. The Pedagogical Staff Member is also responsible for maintaining the data and for retaining the data. If necessary, these stored data can be made available to the parents/guardians for inspection. If necessary, the data can be modified or corrected.
- The pedagogical staff member ensures that the data is recorded as accurately as possible (objectively).
The Pedagogical Staff Member supports colleagues who experience adverse consequences if they act in accordance with the Code of Professional Conduct.
The Pedagogical Assistant collaborates with colleagues when good professional practice requires it.
- A Pedagogical Staff Member is open to ideas held by other colleagues and carefully and critically assesses whether these ideas lead to improvements in the work.
- A pedagogical staff member does not comment on matters concerning a colleague.
The Pedagogical Assistant supports interns in learning the profession. In doing so, she serves as a role model regarding the observance of professional confidentiality and the code of conduct.
The Pedagogical Assistant ensures that the intern can complete their internship in a safe atmosphere.
- The Pedagogical Staff Member supervising the intern in the workplace ensures that the learning objectives are achieved (goals that can be achieved during this internship period).

- The Pedagogical Assistant ensures that the intern can learn all aspects of the profession, insofar as this is applicable to the study program being followed.
- The Pedagogical Staff Member makes an active contribution by using their own expertise to draw attention to important developments at the Sluiskade.

11.5 The Pedagogical Staff Member in relation to Society

The Pedagogical Assistant supports the activities of the professional group in order to create the conditions for the proper practice of the profession.

- The Pedagogical Assistant is responsible for the profession
- The Pedagogical Officer supports the establishment and maintenance of fair employment conditions in social and economic areas.
- The profession of Childcare Pedagogical Assistant deserves appropriate remuneration and legal status based on the expertise required.
- The pedagogical staff member addresses the owner of Sluiskade if the quality of the childcare provided does not meet the agreed quality requirements.
- The Pedagogical Staff Member identifies and reports a malpractice within the work situation to the owner of the Sluiskade.
The pedagogical staff member does not accept gifts for themselves.
- Gifts given with the aim of obtaining favors from a Pedagogical Staff member will not be accepted.
- Refusing a gift given with pure motives can be inappropriate and come across as impolite.
- A pedagogical staff member must learn to distinguish between what is and is not appropriate.

12. Unwanted behavior

12.1 The goal

We want to prevent and address sexual harassment, aggression and violence, discrimination, and teasing (bullying) among staff members and between parents and clients.

What is sexual harassment

By this, we mean sexual attention towards someone expressed through non-verbal behavior that can be either intentional or unintentional, but which may be experienced by the person concerned as unwanted, threatening, or hurtful.

What is aggression or violence

This is physically directed aggression and all threats directed at the person concerned.

What is discrimination

Discrimination is prohibited by equal treatment legislation.

The employees of BSO Sluiskade may not treat one another unequally on the grounds of religion, political affiliation, skin color, origin, nationality, marital status, chronic illness, or the type of employment contract (full-time or part-time, permanent or temporary contract).

Bullying

Bullying involves intimidating behavior that occurs repeatedly. This can be expressed in various ways, such as through words and gestures, actions, or threats. The goal is to intentionally humiliate or hurt the other person.

Prevention

By this we mean opening up the above-mentioned points for discussion. This can have a preventative effect, both for the present and the future.

When management hires new staff (which can also be an intern), it is standard protocol that the above-mentioned points are discussed by the owner.

The above-mentioned points are also discussed at a team meeting attended by the entire staff.

12.2 Unwanted behavior

Sexual harassment, aggression, discrimination, and bullying based on the crossing of personal boundaries are not accepted at Sluiskade. This protocol applies exclusively if this behavior occurs in the workplace, i.e., during working hours. The owner of BSO Sluiskade must raise these topics for discussion during individual meetings. Attention is also paid to this during team meetings. A team member of BSO Sluiskade or Sluiskade can also always contact the owner of BSO Sluiskade directly. Pedagogical staff members can also always inform the owner of a specific situation. The owner of BSO Sluiskade serves as a role model. As soon as she observes that a pedagogical staff member is crossing another person's boundaries, she addresses the person involved. If it has been established that one of the aforementioned points is occurring in the workplace, intervention is necessary. The pedagogical staff member can enter into a conversation with the owner of BSO Sluiskade. The problems can then be discussed together and a solution sought. However, the rights of any perpetrator must be taken into account in this process. The owner of BSO Sluiskade is discussing the matter with both the perpetrator and the person who filed the complaint.

If, after these conversations, it appears that the problems cannot be resolved, a report can be filed with the police in serious cases.

12.3 Procedure for unwanted behavior

A number of important points of attention for this procedure are:

- There must always be a fair hearing.
- Not blaming someone until proven Applying
- professional secrecy

- If a conversation takes place that might have consequences for the pedagogical staff member, this staff member must know that there is an option to receive assistance.
- By addressing the problem adequately, you prevent unrest within BSO de Sluiskade.
- Attention must be given to the position of the whistleblower due to a possible conflict of interest (collegiality and client interest).
- Should the press become involved, the owner of BSO Sluiskade is the designated person to speak to the press.

If, following investigation and interviews, it is determined that the perpetrator is a pedagogical staff member of BSO Sluiskade or BSO de Sluiskade, the owner may impose sanctions and proceed to terminate the employment contract. If the perpetrator is a parent (client), the placement agreement may be terminated. After the conclusion of a complaint at BSO Sluiskade, an evaluation takes place between the involved pedagogical staff member and the owner.

A report is drawn up regarding this. If necessary, follow-up care can be provided or a referral to professional help can be made.

13. Actions in individual healthcare

13.1 Administering medication

Administering medication correctly.

General

There are a number of rules that every pedagogical employee must adhere to (BIG). BIG stands for the Individual Healthcare Professions Act.

A number of procedures may only be administered by personnel who have been trained for this and are registered in the BIG register. De Sluiskade adheres to the guidelines as set out in the brochure 'Kinderopvang en de Wet BIG' (MO group).

Administering medication

The pedagogical staff at De Sluiskade do not administer medication by injection. In exceptional circumstances, and in consultation with parents, an EpiPen may be administered. The EpiPen must be provided by the parents themselves. Parents must sign a document giving permission for the administration of the EpiPen to their own child.

De Sluiskade is not responsible for any damage, physical and/or bodily, caused by the administration of the EpiPen. In the event of such a severe allergic reaction, a doctor will be consulted immediately. The administration of medication to children being cared for may take place under the following conditions:

- Medicines given by mouth. Ear, nose, and eye drops may be administered.
- A medication slip is completed by the pedagogical staff member, signed by the parent/guardian and the relevant pedagogical staff member. In BitCare, it is recorded what the child has received.
- The medication slip is hung in a visible place.

- The package leaflet is kept with the medication slip.
- The dosage of the medication is checked by a fellow pedagogical staff member.
- Medicines must be in the original packaging.
- If medication with a specific administration method needs to be administered, such as via an inhaler, this is demonstrated by the parents/guardians to the pedagogical staff member.
- The medication slip is kept in the child's file for 1 year.
- Medicines are stored in the refrigerator if necessary; otherwise, medication is stored in a lockable cupboard.

13.2 Medication slips

What is on the medicine slip:

- Name of the child
- Name of the medicine
- How is the medicine administered
- How high is the dosage
- The start date of the treatment
- The end date of the treatment (if known)
- The name of the doctor who prescribed the medicine
- The parents' signature
- The signature of the pedagogical staff member
- Copy of the package leaflet

If a pedagogical staff member is unsure about administering the medication, she can consult with a fellow pedagogical staff member or the owner of BSO Sluiskade.

14. Illness and accidents

14.1 Being sick

If a child is ill, the GGD handbook is consulted. This is done by a pedagogical staff member responsible for the sick child. She also consults with a colleague pedagogical staff member. The GGD handbook is available in the BSO Sluiskade group. In case of any doubt, the pedagogical staff member can consult the GGD.

Any contagious diseases are reported by the management of BSO Sluiskade in accordance with the rules set out in the GGD handbook and the Infectious Diseases Control Act.

The child has a fever and feels sick.

A child who has a fever and is sick should be at home.

If a child becomes ill during their stay at the out-of-school care, they cannot go home immediately. The pedagogical staff member will call the parents/guardians to discuss the situation. A sick child must be picked up as soon as possible. The pedagogical staff member explains to the parents/guardians that this is in the child's best interest. A child who is sick and needs attention cannot receive sufficient attention from the pedagogical staff member caring for the entire group of children. If a child is sick but is sleeping, the parents will be notified.

notified and called as soon as the child is awake. The child can then be picked up.

The child has a fever and does not feel sick.

A child who has a fever but no contagious disease and feels well may remain at the out-of-school care or be brought there. The parents of this child will be informed about the child's fever. The pedagogical staff member will make arrangements with the parents regarding the child. She explains that the child's situation can change and that the parents must always be reachable. This is important to prevent a child from having to remain in the group if they were to become sicker. The child's best interests always come first. A sick child requires more attention and care than can be provided by a pedagogical staff member.

14.2 Accidents

A first aid kit is available at BSO de Sluiskade. The first aid kit is checked every three months. The pedagogical staff hold a valid First Aid/CPR diploma. They attend a refresher course for this annually.

What does BSO de Sluiskade do in the event of an accident:

In an emergency situation, the pedagogical staff member always remains with the child and asks a colleague to call 112. Taking action is a primary requirement. Try not to panic and try to keep the situation under control. Once the necessary help is available, the pedagogical staff member notifies the parents; the owner of BSO Sluiskade is also informed. If the owner is not present, the emergency telephone is used to notify the owner or their representative.

In the event of minor accidents requiring a doctor or dentist, the pedagogical staff member contacts the parents. The staff member then asks if the parents are able to accompany the child to the doctor or dentist. The children's details are registered in Bitcare. Advice can also be sought at the De Haven Health Centre. A child requiring treatment by a doctor or dentist is never left alone. After an accident, a note regarding the incident is made during the group handover. This ensures that pedagogical staff members who were not present are informed.

15. Suspicion of sexual abuse of children by a Pedagogical Staff Member

15.1 What is sexual abuse?

Any physical or verbal behavior of a pedagogical staff member that may have sexual significance for a child.

If a pedagogical staff member is confronted with sexual abuse or suspects it, she knows what is expected of her, what the possibilities are, and above all, what the boundaries are. It is very important that the Sluiskade's vision on this matter can be followed when a pedagogical staff member suspects a form of sexual abuse involving a child. What does a daycare group or an out-of-school care group view as their responsibility? What are the views of the Sluiskade after-school care provider on this issue? A protocol containing clear

The course of action is very important. The owner and pedagogical staff follow the child abuse reporting code procedure.

15.2 Signaling

There can be many forms of sexual abuse within an institution.

In their interactions with one another, there may be differing views on what can and cannot be described as sexual. In this regard, the position may be taken that the well-being of the child is subordinated to the satisfaction of the sexual needs of the pedagogical staff member.

Examples of transgressive behavior are:

- Undress the child without apparent reason
- Viewing the child in such a way that most attention is focused on the genitals. Unwanted touching (groping).
- Creating a sexually charged atmosphere
- Making sexually suggestive remarks to the child
- Masturbating in the presence of the child

The reporting procedure

At De Sluiskade, there is a duty to report complaints about or reports of sexual abuse of a pedagogical staff member to the owner.

In all cases, the owner of BSO Sluiskade must be informed immediately. If reports from children/parents reach another pedagogical staff member, that person must report this immediately to the owner of BSO Sluiskade.

A pedagogical staff member must never tell the child that she will not tell anyone. Every pedagogical staff member is obliged to report complaints or signs of sexual abuse by a fellow pedagogical staff member to the owner of BSO Sluiskade.

15.3 Care and guidance of the child

If there are clear indications of sexual abuse or a suspicion of sexual abuse, the following steps are taken.

Care and guidance of the child

The owner of BSO Sluiskade will have a conversation with the child and the parents.

Agreements will be made regarding:

- The manner in which care and guidance are arranged for the child
- The manner in which a medical examination is arranged for the child, if necessary
- The child's parents/guardians are informed of the possibility of filing a report with Samen Veilig Thuis (see social map) and/or send to the police. The Confidential
- Inspector listens, advises, and provides information regarding suspected abuse for parents, owners, and employees: 0900-1113111

- The manner in which information is prevented from leaking to third parties (professional secrecy of the Pedagogical Staff Member)
- During the investigation, the child and the possible perpetrator are separated.
- The manner in which the holder proceeds further in this matter (see the investigation, decision-making, and file compilation procedure associated with the protocol)
Reception and guidance of the potential perpetrator:
- The pedagogical staff member involved is suspended by the owner of BSO Sluiskade for the duration of the investigation.
The maximum period for this is 4 weeks (the period is determined by the childcare collective labor agreement).
- The pedagogical staff member concerned has contact only with the owner of BSO Sluiskade, and all contact takes place between these two persons.
- The pedagogical staff member concerned is told where she can get support outside the Sluiskade.

15.4 Decision-making procedure and file compilation

The holder of BSO Sluiskade shall take action regarding the report as soon as possible, but no later than one week after receiving the report. The holder shall always report to the confidential inspector of the Inspectorate of Education in accordance with the reporting code. If sexual abuse has been established by Samen Veilig Thuis and/or the Vice Squad, the holder of BSO Sluiskade shall take measures regarding the employee's contract. She also has the duty to notify the Public Prosecution Service. If there is no sexual abuse, the owner of BSO Sluiskade shall give appropriate attention to the position of the pedagogical staff member and to the child and his or her parents/guardians. The reports that have been made are kept in a special file created for this purpose. This must be retained for 5 years.

Subsequently, it is destroyed. If sexual abuse has been established, a record is kept in the personnel file of the relevant Pedagogical Staff Member, following any employment law measures taken.

Measures in response to the investigation

Rehabilitation: If the holder of BSO Sluiskade is of the opinion that no sexual abuse has occurred, the involved pedagogical staff member will be reinstated in her position.

Employment law measures:

If the holder of BSO Sluiskade is of the opinion that sexual abuse has occurred, it shall take measures of an employment law nature, which may include dismissal for compelling reasons.

15.5 Involvement of the judiciary and police

The owner of BSO Sluiskade files a formal report of sexual abuse with the police if the report gives cause to do so.

External communication

Only the holder of BSO Sluiskade is the spokesperson to the press.

In doing so, she takes into account the safety and privacy of those involved.

Final provision

If the report of sexual abuse pertains to the holder of BSO Sluiskade, the assigned powers will be assumed by her closest associate.

16 Complaints procedure on the Sluiskade

A conflict may arise between the interests of parents and the responsibility of the operator for the proper operation of BSO Sluiskade/Sluiskade. To address this, we have drawn up a complaints procedure.

Complaints Procedure

Introduction

The BSO Sluiskade/Sluiskade organization has established an internal complaints procedure in accordance with the Childcare Act. This procedure describes the method for handling and registering complaints from parents. Parents/guardians are preferably encouraged to first discuss a complaint with the person directly involved. If this does not lead to a satisfactory solution, a formal complaint may be submitted. Depending on the nature of the complaint, it may be submitted to the manager. She can be reached by email at info@kidz-ahoy.nl. A formal complaint must be submitted in writing.

Should internal complaint handling not lead to a satisfactory solution, parents are free to seek information, advice, and mediation from the Childcare Complaints Desk, located in The Hague. www.klachtenloket-kinderopvang.nl or notification of the dispute to the Childcare Disputes Committee www.degeschillencommissie.nl. In some cases, it is important to submit the complaint directly to the Childcare Disputes Committee.

1. Preliminary complaint process

If a parent has a complaint, the organization assumes that it will be discussed with the person concerned as soon as possible. The point of contact is therefore, in principle, the staff member in the group. Should this not lead to a solution, the complaint may be discussed with the location manager. If this does not lead to a satisfactory solution, a formal complaint may be filed.

2. Filing a complaint

- A complaint must be submitted in writing. The complaint must be submitted within a reasonable period after the complaint arises, with 2 months being considered reasonable. The complaint must include the date, the name and address of the complainant, where applicable the name of the employee to whom the complaint relates, the location and the group, plus a description of the complaint.
- If the complaint concerns a suspected case of child abuse, the reporting code for domestic violence and child abuse comes into effect. This complaints procedure is thereby terminated.

3. Handling of the complaint

- De Sluiskade/BSO Sluiskade is responsible for the substantive handling and registration of the complaint.
- De Sluiskade / BSO Sluiskade confirms receipt of the complaint to the parent in writing.
- The holder of BSO Sluiskade keeps the complainant informed of the progress of the handling of the complaint.
- Depending on the nature and content of the complaint, an investigation will be initiated.

If the complaint concerns the conduct of an employee, that employee will be given the opportunity to respond orally or in writing.

- De Sluiskade/BSO Sluiskade monitors the handling procedure and timeframe. The complaint will be handled as soon as possible, unless there are circumstances that prevent this. In that case, the complaints officer will inform the complainant of this as soon as possible. In any event, the complaint will be handled within a period of 6 weeks.

- The complainant receives a written and reasoned decision regarding the complaint, including concrete timeframes within which any measures will be implemented.

4. External complaint handling

If internal complaint handling does not lead to a satisfactory solution or outcome, the parent has the option to turn to the Childcare Complaints Desk or the Disputes Committee.

- The parent may turn directly to the Childcare Disputes Committee if it cannot reasonably be expected of the parent to file a complaint with the provider under the given circumstances.

If the complaint has not been resolved within six weeks, it may also be submitted to the Childcare Disputes Committee.

- The complaint must be submitted within 12 months of filing the complaint with *organization*, to have been brought before the Childcare Disputes Committee.

5. Complaints regulations and complaint form

These are available at the office at BSO Sluiskade, Binnendijk 27. Or call 0320 722027. A copy of the complaints procedure is enclosed with the general information provided during the intake with new parents.

17. Practical implementation

Adhering to a daily routine provides the child with stability, so that they know what to expect. This gives the child a sense of familiarity, and as a result, the child gains self-confidence because they know what to expect in this way.

This is very important for the emotional development of the child.

17.1 Celebrating a birthday in the group

Celebrating a child's birthday

At 2:45 PM, all children go to the table. They sit on chairs. The birthday child wears a hat (provided this is age-appropriate). This hat is made by a childcare worker. A short conversation is held in which the birthday child receives full attention (who is having a birthday, how old have they turned, what are we going to sing).

The songs sung with this are:

- Long live her
- The birthday boy or girl may hand out treats while singing "treats are part of it".

17.2 Celebrating birthdays at after-school care

Celebrating a birthday child

A child may celebrate their birthday in the after-school care group, but it is not mandatory. Children often celebrate their birthdays in class at school as well. If a birthday is celebrated, it is worth a party in the group. The birthday child receives a wrapped gift. The childcare worker ensures that there is a gift available that is appropriate for the child's age. When the children are sitting in a circle, they sing. The birthday boy or girl is given the opportunity to talk about their birthday and what they received. Afterwards, treats may be handed out. The childcare worker ensures that the treat is suitable for the children (e.g., no sour candies).

Celebrating with the pedagogical staff member

It is a personal choice to celebrate the birthday with the children. It is not an obligation.

Another pedagogical staff member buys a gift for the colleague celebrating their birthday. In addition, a small craft is made with the children, which is presented by the children on the birthday of the colleague. The way the birthday is celebrated is the same as with the children.

Mom, Dad, Grandma, or Grandpa's birthday

If a parent indicates that there is a birthday and the child would like to make something for the birthday boy or girl, then here is the opportunity.

The child can make a craft or a beautiful drawing.

The child can also wrap the gift themselves and take it home to surprise the birthday boy or girl.

17.3 Treating

Treats are served as:

- A child's birthday
- A pedagogical staff member has a birthday
- A child says goodbye
- A pedagogical staff member says goodbye

How are the treats being handed out?

- The number of children from the group present on the day is passed on.
- If a parent prefers, the treat will be discussed (informative).
- A healthy treat is appreciated.
- The treat can be small (it is not about the quantity)
- Gifts with a treat are not necessary, but remain a personal choice.
- The treat must be prepared by the parents and delivered to the group; it is not intended that a pedagogical staff member needs to be cut (e.g., deliver sausage and cheese sliced so that it can go straight into the fridge).
- If party favor bags containing multiple candies are handed out, some are given to the children and the rest go into the basket and can be taken home by the parents.
- Small bags of chips are convenient, but the amount is quite a lot for young children. Chips can also be put in a cardboard cup.

Too much to give away

If there is any treat left over, some is put into the baskets of children who are not present on this day (provided it is non-perishable and packaged).

Parents can indicate whether they wish to take the remainder of the treat home. Fresh treats (e.g., cheese and sausage) will be handed out in the afternoon. These treats have been in the refrigerator for several hours following the party.

Children with a food allergy

There are regularly children who have an allergy to certain food substances and are therefore not always allowed to share the provided treat.

The advice to parents is to have a small lunchbox with the child's name on it in the group and to ensure that this lunchbox is filled with items the child is allowed to have as an alternative to the treat.

When celebrating an activity with the whole group, such as the reading breakfast, the pedagogical staff take the groceries into account by ensuring that there are items included that a child with a food allergy is also allowed to eat (customer-oriented).

17.4 Penalties

If it is necessary to punish a child, the pedagogical staff member will do so in such a way that the child's self-respect is not damaged. Key considerations when punishing are:

- Do not shout at the child
- Do not handle the child roughly
- Do not belittle the child
- Always making amends with the child
- Speaking to the child at eye level
- The reason why a child is punished must contribute something positive to the child's development.

A pedagogical staff member may never punish by:

- To hit
- grabbing roughly
- Squeeze

A pedagogical staff member can try to avoid punishment by:

- To ignore the child's striking behavior
- Distract the child
- Taking the child aside for a moment (respecting the child's privacy)
- Rewarding the child's positive behavior by giving a compliment
- If it occurs frequently, discuss it with the parents so that there is a consistent approach to punishment, which provides clarity for the child.

17.5 Rewarding

Rewarding is something that is done to let the child know that something went well or was done well. A child who stands out less in the group has just as much right to be rewarded as a child who has a more noticeable presence in the group.

Rewarding is done verbally by communicating with the child, and not by giving the child candy or a gift. Through communication, the child can be rewarded by giving a compliment, providing extra attention, or letting the child help out.

You can reward a child extra by:

- To give a child in the group an extra compliment
- Telling the parents something together with the child in question
- Together with the child in question, tell a pedagogical staff member something

17.6 Childcare times, drop-off and pick-up

BSO de Sluiskade is open every day from 06:30 (VSO) to 19:00 (BSO). The days are divided into half-day sessions.

The sessions are from 06:30 to 08:30 and from 12:30/14:15 to 19:00. Parents can choose to bring the children to pre-school care or only send them to out-of-school care.

The child participates in the group activities scheduled from the time of drop-off. It is not possible for the pedagogical staff to adjust the daily program and routine to the drop-off/pick-up times of children arriving later. If a parent wishes for the child to participate in all activities offered on the day in question, it is up to the parent to bring the child on time.

It is always possible to consult with the pedagogical staff to see if the child can still eat a little later if they were brought in late due to circumstances.

It is preferable for both parties to coordinate this verbally to avoid irritation.

During holidays and/or study days, the children from the After-School Care (BSO) are cared for at OBS de Sluis. Parents are asked to drop off their children before 10:00 during holiday care due to planned excursions. It is possible to drop off the child later at the destination, provided there is sufficient space for the child to travel back to, in this case, the Sluiskade. Naturally, this will be discussed well in advance.

17.7 Saying goodbye

When a child is brought by mom, dad, or both parents, they say goodbye. This is something that happens constantly and that the child needs to get used to.

The pedagogical staff try to ensure this follows a fixed ritual as much as possible. This provides the child with a sense of familiarity and stability.

Together, they wave to the parents so that the child clearly realizes that the parents have left.

Saying goodbye is also possible when a pedagogical staff member or child says goodbye.

Attention is paid to this, for example by handing out treats.

Saying goodbye to a child from the group

When a child leaves the group (due to moving or termination of their stay at the out-of-school care), a farewell is said. If a child leaves the out-of-school care prematurely, it is discussed with the parents how and whether the farewell will be celebrated. Naturally, the circumstances are taken into account. Saying goodbye is not always fun, but it is part of the process, and the children will be guided through this by the pedagogical staff.

Farewell to a pedagogical staff member

When a pedagogical staff member leaves, an attempt is made to explain this to the children as clearly as possible. Taking their age into account, this is done as understandably as possible. An announcement is posted on the door, and sometimes parents are notified by letter. The pedagogical staff members decide for themselves how they say goodbye to their colleague.

17.8 Getting used to the Sluiskade**The goal of getting used to**

it? New baby

We offer all new children at least two settling-in sessions. This ensures that parents/guardians and the child gradually get used to the out-of-school care, the pedagogical staff, and the other children in the group. Should it become apparent after these two sessions that more time is needed to adjust, this can be discussed with the parents/guardians, and we will schedule an extra settling-in session.

Group transition from daycare to out-of-school care

When transitioning from our day care to out-of-school care, we aim to ensure that the child gets acquainted with the new children in the group, the new pedagogical staff, and the new group room through multiple settling-in sessions. We determine the number of settling-in sessions on an individual basis. We assess this by looking at the child's needs and in consultation with parents/guardians.

Why do we want children to come and get used to the

environment? New baby

1. In some cases, parents find it daunting to take their child to childcare at first. Through two settling-in sessions before childcare has started, parents can get used to the process.
2. During the settling-in period, a dedicated pedagogical staff member will attempt to build a bond with the child so that any anxiety about starting out-of-school care is reduced and the child's confidence in a different environment grows.

Group transition from daycare to out-of-school care

1. When moving to a new group, a child encounters new childcare workers, children, and new impressions. Therefore, it is important to first allow the child to get used to the new group during a group transition.

How do we handle the settling-in

period? New baby

1. When a new child joins our group, we ensure that an intake interview with the parents is also scheduled. During this intake interview, the child is discussed. Parents have the opportunity to share all necessary information with us and to ask any questions.
2. During the settling-in period, the assigned pedagogical staff member will always be present and the settling-in process

coach.

3. When planning an acclimatization session, a quiet moment in the group is sought. This allows childcare workers to devote extra attention and time to the new child.

Group transition from daycare to out-of-school care

1. When the child transitions from day care to out-of-school care, a transition meeting is scheduled with the child's parents. The mentor of the previous group and the new mentor of the out-of-school care are always present at this meeting. During this meeting, the most recent observation of the child is discussed, the working methods at the out-of-school care are explained, any changes for the child are explained, and parents can ask questions.

2. During the settling-in period, the assigned pedagogical staff member will always be present and guide the settling-in process.

3. When transitioning to out-of-school care, the child moves to a new environment with adults and children he or she does not know very well. The child's own pedagogical staff member guides the settling-in process and involves the child by showing him or her the group and talking to the child about it. If it feels familiar enough, the child can initially stay in the new group for a short period. This can then be extended on a case-by-case basis. This is always done in consultation with the parents.

17.9 Dealing with the parents on the Sluiskade

De Sluiskade considers it very important that contact between parents and pedagogical staff is treated with respect.

Good communication is very important.

We understand the concept of having respect for one another as:

- Our parents are taken seriously
- Sufficient time is given to our parents.
- Parents are not spoken about (negative)
- We try to accommodate our parents' wishes.

What kind of contact do we have with our parents:

- Guided tour during an introductory meeting
- An intake interview after registration
- Drop-off and pick-up conversations
- Parent meetings

17.10 Conducting parent meetings

There is always an opportunity to hold a parent meeting if parents request one. A childcare worker may also indicate that they would like to have a conversation with the parents. It is not intended that a meeting be requested suddenly, as both parents and childcare workers can already meet during the drop-off and pick-up conversations.

to discuss matters. If it is wiser to discuss matters in more detail—sometimes this is better without the child present—an appointment will be made. The owner of BSO Sluiskade will be present during this, if necessary. The agreements will be put in writing so that both parties are aware of the arrangements made.

Preparations for holding a parent meeting:

- The pedagogical staff member prepares as well as possible for the conversation.
- The pedagogical staff member reviews any observations made of the child. A copy of these is given to the parents.
- Coffee/tea is offered
- A parent meeting lasts approximately 20 minutes; if necessary, this will be extended.
- The parents have sufficient opportunity to ask questions.
- A brief report of the conversation is made and kept in the observation folder.
- If necessary, a follow-up appointment can be scheduled, or it can be agreed that, after a mutually agreed period, it will be assessed whether there is a need for a follow-up conversation.

17.11 Movement with the children in the groups

Children are active and actually move throughout the day. The children are offered enough space to burn off their energy.

It is also important to schedule a moment of rest regularly.

This can be done by sitting quietly at the group tables for a while, where you can do puzzles, draw, or play a game.

Equipment for comfortable movement is:

- Music, listening to music and moving to it
- You can play outside with:
 - Bicycles, tractors and cars
 - Balls, hoops and bouncy balls
 - Sliding down the slide
 - Playing in the playhouse
- Running, walking fast and slow...together with a pedagogical staff member who does this in offers game format

17.12 Physical activity with children at out-of-school care

Physical activity is very important. With a sufficient range of materials available, it is challenging for the children to play. De Sluiskade considers outdoor play to be very important in this regard.

During the holidays, focused outdoor play is encouraged with the children, and holiday activities are tailored accordingly. By holding a scavenger hunt in Lelystad Haven, the children are outdoors, actively engaged, get to know (and recognize) the surroundings, and there is also a competitive element that challenges children aged 4-12. Learning to work together is also addressed in this process.

At the after-school care, play materials are available that encourage movement:

- Balls and footballs

- Skippy balls
- Jump ropes
- Jumping bands
- Stilts
- Climbing house with slide
- Hopscotch
- Sidewalk chalk to draw a course, for example.

17.13 Playing indoors

Stimulating development through activities, play, and play materials. Offering various activities, play, and play materials in a playful manner is adapted to the age and level of the children. Guiding the children is important. There must be a balance between stimulation and incorporating moments of rest to help the children learn to process stimuli.

The pedagogical staff member can play a supportive role in the children's development and supplement the parents with tips and ideas. De Sluiskade considers it important to challenge the children and interest them in various and varied activities, play, and play materials, because in this way all aspects of development are addressed.

This concerns:

- Physical development
- Sensory development
- Emotional development
- Language development
- Social development

We do this by:

- to prepare activities well
- Working with themes that cover all developments
- Offering it in a fun way and actively participating yourself as a pedagogical staff member
- Taking into account the developmental level of the children
- Ensuring that all development aspects are addressed
- Offer sufficient and varied material

Children are encouraged to participate in activities, but they are not required to do so. Learning to play together is encouraged, but it is also important that a child is given sufficient space to play alone, do a puzzle, or draw. After playing, we teach the children to tidy up the toys they have played with.

Range of indoor play materials

- Wooden puzzles, jigsaw puzzles and floor puzzles

- Games
- Doll corner and dress-up clothes
- Car corner
- Construction materials such as Duplo, Lego, Knex,
- Nopper Theme boxes and toy bins
- Craft materials
- Computers and puppet shows and foosball table

Purchase of the toy

The toys purchased for childcare must be provided with a as of July 1, 2007. *safety certification mark* If parents or others donate toys to the after-school care with the very good intentions, it is checked whether the toys bear this safety mark. An exception is made for board games at the after-school care. These must be of sound quality, such as Jumbo or MB

If a child brings toys from home to the childcare center, they may show them, and they go into the child's basket.

17.14 Playing outside

De Sluiskade considers it important that there is respect for nature and the environment.

We believe it is important for children to become aware of nature and the environment. It is important to go outside with the children every day, and it is also important for:

- Building resistance
- To get some fresh air
- to lose energy
- To see a different environment (walking)
- Developing gross motor skills
- To make children aware of the world outside after-school care in a playful way

When playing outside, the children are dressed according to the weather conditions. Parents often send extra clothes along so that they can go outside even in the rain or colder weather. Nothing is more fun than standing in the rain in your boots or jumping in a puddle.

During outdoor play, the children's safety is closely monitored. The garden gates, both in front and behind the after-school care facility, are always securely closed using a latch and a hook. The gates are not locked during the hours the after-school care is open. This arrangement was agreed upon to allow for the exit of OBS de Sluis in the event of an evacuation without having to retrieve a key first. In the summer, the children are thoroughly covered in sunscreen. Swimwear is also available for cooling off with water or in the water table. Water toys are available for playing with water.

When the children go back inside after playing outside, they are taught to take off their coats and shoes and tidy up. Afterwards, their hands are washed with soap and dried with paper towels.

Range of outdoor play equipment:

- Bicycles, scooters, cars and tractors
- Various balls
- Skippy balls
- Sandpit boat and wooden sandpit with shovels and molds
- Sidewalk chalk
- Bubble blowing

Playing with sand and water is something children need to learn. Toys aren't always necessary for this; a child's hands are the best tool for exploring this...
 Touching is an important part of the child's sensorimotor development.

Playing outside at the after-school care

There are opportunities for outdoor play at BSO de Sluiskade. We have a large schoolyard where the after-school care children can play. There is a climbing frame where the children can enjoy climbing and clambering. Naturally, this climbing frame meets all legal requirements and is supplied and installed by a certified company.

After the children have left school and have had something to eat and drink, the pedagogical staff member takes the children outside (if they feel the need to). Outdoor equipment such as balls and chalk is brought along. Sometimes the children bring toys from home.

Depending on the weather, the pedagogical staff also devise various outdoor activities to be held on the basketball court so that the children can burn off energy and enjoy the fresh air after an intensive school day. Additionally, there is the option to play on the basketball court located next to BSO Sluiskade. There is always sufficient supervision here. Playing on the schoolyard and on the basketball court is alternated. Activities such as playing soccer, ball games, or hide-and-seek are played on the basketball court. Organizing a scavenger hunt is also always a great success, especially when challenging tasks need to be completed.

17.15 Going on trips

If the pedagogical staff wish to organize an outing during holidays and study days, they will do so in consultation with parents/guardians. The outing will be announced well in advance, and permission will be requested from parents/guardians. There are always enough staff members present to take the children out.

17.16 Creating a script suitable for the themes in the groups

Theme:

Date:

Structure of the activity

.....

.....

Division of tasks: WHO DOES WHAT

Shopping: Decorating the
 group room..... Letter to the
 parents..... Who is
 present..... Setting up/cleaning
 up..... Evaluation AFTER the
 activity/points for improvement

.....

17.17 Decorating the group room

Safety tips

The rules for safely decorating the group rooms have been established by the Emergency Response Team and the owner of BSO Sluiskade.

- The fire department advises impregnating all materials used to decorate the rooms with fire-retardant substances. This must be repeated every two years. The certificate for the impregnated garlands is in the basket where the garlands are stored.
- From now on, new garlands/decorative materials to be purchased will be bought impregnated.
- All the craft projects are hung from the ceiling on wires.
- All garlands are hung from the ceiling on small wires.
- Decorations and crafts must not be hung in the escape route.
- Always keep the ceilings clear at all emergency exits.
- Nothing may be placed at the emergency exits.

Christmas lights and Christmas decorations

- All points of attention described above also apply to the Christmas decorations.
- Artificial Christmas trees stand on sturdy tables and the lights have a CE marking.
- Christmas lights hung in the group room are attached with iron wire.
- Socket boxes must not be connected to each other; they are plugged into the socket individually.
- No candles or tea lights are to be used.
- The lamps attached to the ceiling must not be covered with tissue paper or crepe paper.

- Replace a broken bulb in string lighting immediately. Do not wait until the cord stops working due to overheating (unplug the cord from the socket before doing so).
- Do not spill water on lights/plugs
- Outdoor Christmas lights are only to be used if they are suitable for this purpose. The plug connections must be waterproof. The plug/power adapter must be suitable for outdoor use and therefore moisture-resistant.

17.18 Learning to tidy up

Tidying up is something that comes up constantly and that a child really needs to learn. The pedagogical staff member serves as a role model in this regard. By doing this in a playful way, you help and encourage the child. By giving the children a small task appropriate to their age, the child focuses on tidying up. Keep the task simple and do so by being clear: "You may put those blocks in the bin," or "the cars go in the car bin"

The younger children see and hear what happens during tidying up and thus have the example of the children and the pedagogical staff member. Tidying up can therefore also be turned into a game so that the children start to experience it as fun. Another learning moment of tidying up is that children see where things need to be put away and thus learn to sort. Duplo belongs in the Duplo bin and not with, for example, the cars. The children put away the toys they have played with before they are allowed to choose or pick up something new.

This way, the space does not become too messy, chaotic, or confusing. It also helps maintain a sense of calm within the group during play.

17.19 Bringing toys from home

Children love nothing more than bringing some toys from home.

In principle, a child is allowed to play with these at the after-school care. However, toys brought from home must be appropriate for the child's age. If a pedagogical staff member has doubts about this, they may refuse permission for the child to play. They will also inform the parents of this so that the child is not disappointed again. The safety of all children is paramount. In the after-school care group, children are allowed to play with toys brought from home at all times. However, this is the responsibility of the parents and children, and the after-school care is not liable for this. If a child brings a computer game to the after-school care, the rules agreed upon within the after-school care group apply. Again, the game must be appropriate for the child's age, and the pedagogical staff member will assess this. If a clear age limit is stated on the game's packaging, this will be adhered to.

Emotional safety

At Sluiskade, the day always starts in the same way. This is familiar; the children know which pedagogical staff member is with the group. From this familiar base, meals and drinks are provided as soon as the children have left school. The child's personal belongings are also kept in this group room. Small groups are regularly formed in which the children can participate in offered activities that align with their development and interests. The children are encouraged to join in when necessary.

participating in an activity, but never forced. At Sluiskade, children have free time that they can fill as they please. However, the intention is that the range of activities is such that the children are challenged and encouraged to participate. Therefore, the activities are diverse and varied.

Personal competence

By allowing children to choose for themselves what they want to do, they are encouraged to discover and push their boundaries. Through learning to choose for themselves, the child becomes aware of their own taste, abilities, and interests. Consequently, due to the aforementioned factors, the child can also run up against their own limits. That is why it is so important for pedagogical staff to assess what a child can and cannot handle. The pedagogical staff member can push the child's boundaries and ensure that the child does not go too far (beyond their own capabilities) and thereby fail in front of the group.

Social competence

The children at the after-school care can participate in activities both individually and in groups. The range of toys and materials is challenging and development-oriented, and appropriate for the child's age.

17.20 Tick bites and insect bites

Ticks look like small black spiders and are between 1 and 3 mm in size.

A tick is a parasite comparable to a flea or louse. From March to November, they can be found in forests, dunes, bushes, or tall grass. Ticks are parasites that bite into human skin to suck blood. They look for a warm and moist spot, such as the hairline, behind the ears, the groin, or the backs of the knees. After about 5 days, they are satiated and let go. Sometimes a tick is infected with a bacterium that causes Lyme disease (*Borelia burgdorferi*). This bacterium can enter the body through a tick bite. If you become infected, it does not mean you will get sick, but in some cases, this bacterium causes Lyme disease. What should you do in case of a tick bite? A tick must be removed within 24 hours, but within 6 hours is best. The chance of infection is then virtually eliminated. A special tick removal tool is available in the first aid kit. These tweezers prevent the contents of a special gland from being squeezed out during tick removal, or ensure the tick is not removed in its entirety. Alcohol should not be used for treatment to kill the tick, as this will cause it to inject the contents of its gland into the wound. After removing the tick, the wound can be disinfected with 70% alcohol. If a childcare worker finds a tick on a child, she first consults with the parents regarding their wishes; she is not obliged to remove the tick.

Parents can indicate whether they wish to take their child to a general practitioner, remove the tick themselves, or agree to have the tick removed by a childcare worker. The childcare worker marks the spot with a waterproof marker and records in the group's logbook when the tick was discovered and where on the child.

The pedagogical staff member tells the parents that they must note down the date of the bite, because the doctor will ask for it in the event of any symptoms of illness.

If the skin around the bite turns red after some time, a doctor should examine it. Symptoms such as flu-like symptoms can occur up to 3 months after the bite.

Simple measures:

- Try to avoid contact with bushes/tall grass
- If you have been to places where ticks may be present, check your clothes and your body carefully.
- Ticks often crawl onto a child's head. If you are walking in the woods, you can put a cap on the child.
- During insect season, the pedagogical staff member checks for insect bites daily.

Bee and wasp sting

Bees and wasps usually sting in self-defense. During the sting, they inject a venomous sting into the skin. Depending on a person's sensitivity to this and the number of stings (which determines the amount of venom), a reaction occurs. Children often react somewhat more severely than adults. After a wasp sting, the skin becomes painfully red and swollen and often starts to itch. In most cases, this disappears after a few days. A general allergic reaction is characterized by a feeling of weakness, dizziness, and nausea. The person may also vomit. An allergic reaction can in some cases be life-threatening and a doctor must be called urgently for consultation.

If someone is stung in the mouth and throat, nose, eye, or ear, always consult a doctor. A wasp does not leave a stinger behind when it stings, but with a bee sting, the stinger and venom sac remain in the skin. The stinger must be removed quickly and carefully. A venom pump is included in the first aid kit for this purpose. It is not advisable to use tweezers to remove the stinger, as there is a high risk of squeezing the venom sac empty.

To prevent swelling, some vinegar can be pressed onto the stung area, or cooling can be applied with a cold cloth soaked in water.

Preventing a bee or wasp sting:

- Do not swat at a wasp
- Do not eat or drink sweets outside
- Do not let them walk barefoot in the grass

17.21 Working in tropical heat

During extremely hot weather, the following should be taken into account:

- Apply sunscreen with SPF 30 or higher to the children regularly (at least 3 times a day).
- Give the children extra fluids, not just at fixed times, but especially in between. This can be water or whatever the child likes to drink.
- The pedagogical staff member must keep a very close eye on the children.
- Do not let children play outside dressed too warmly.
- Adapt the activities to the warm weather.
- Try to avoid eating sweets, as this attracts wasps.

When it is very hot, above 28 degrees, and it is the height of summer (July and August), try to avoid the heat between 12:00 and 15:00. Let children who do want to play outside play in the shade as much as possible.

What do you do in case of sunstroke?

Sunstroke is a severe form of heatstroke caused by heavy sweating and dizziness. You can suffer from sunstroke if you drink too little and sit in the sun for too long. Therefore, it is important to avoid the sun during the hottest part of the day and ensure that the children do not get too hot.

If you suspect sunstroke, call the doctor immediately. In the meantime, give them something to drink to restore fluid balance. A small amount of salt in the drink won't do any harm. Seek coolness and avoid the sun. Do not cool someone with damp cloths and monitor their breathing. If someone has sunstroke and becomes unconscious, do not give them something to drink, as this can cause them to choke or vomit. Also, do not cool with ice-cold water, as this blocks the body's own attempts to cool itself.

17.22 Mealtimes on the Sluiskade

During a full day, for example on study days and during holidays, a meal (bread) and several snacks are offered. In the morning, some fruit is eaten around 9:30 AM. Water is drunk with the fruit to neutralize the acids in the fruit and to prevent tooth decay.

The bread meal takes place around 12:00.

Around 3:15 PM, a snack is eaten (cucumber, tomato).

Around 4:30 PM, crackers and rice cakes are eaten. The toppings vary but are savory. The children may choose for themselves what they want on their cracker or rice cake. No more than 2 pieces are eaten per child.

A drink is given with every snack, and drinks are also provided as needed by the child. Milk is served with the bread meal.

If a child really does not like milk, it is not forced, and the child may drink water or some lemonade.

17.23 Inventory Management

All packaged food products are stored according to the FIFO system. By this, we stand for First In First Out. What is put away first is also taken first.

The groups have a small stock in the group.

In principle, you then do not have to keep going to the storage room to get something. Every week, the stock is checked and replenished by the manager of BSO Sluiskade.

Groceries are purchased weekly, and the fruit is delivered fresh by a fruit vendor. When buying groceries, close attention is paid to the expiration date on the packaging. Refrigerated food items are disposed of immediately after

Purchases are placed in the refrigerators for the groups. Groceries for special occasions (Easter, Sinterklaas, and Christmas) are purchased centrally and delivered to the Sluiskade.

18. Food hygiene

18.1 The goal

De Sluiskade ensures that food is prepared, handled, and stored in a hygienic manner. The pedagogical staff in the groups are responsible for this and adhere to the agreements made.

Storing food

- Attention is paid to the expiration date both during purchasing and storage.
- The items are stored as indicated on the packaging.
- The refrigerator temperature is no higher than 7 degrees Celsius.
- Food items are not kept near cleaning products.
- No leftovers are saved or cleaned up.
- Fresh products must remain fresh and be eaten and drunk as is.
- Opened products have a limited shelf life.
- The FIFO system is used.

Treating food

- All food is handled with care.
- The products must not be mixed with each other (cross-contamination); this is prevented by the use of knives, spoons, and tissues.

Preparing food

- Always wash your hands thoroughly before touching or preparing food.
- The bread comes from the freezer and is taken out, thawed, and used at the table each day.
- Cold cuts are also consumed throughout the day and, at the end of the day, finished on a cracker or eaten by hand at the table.

19. Particularly social behavior

19.1 General

If a pedagogical staff member at Sluiskade is confronted with particularly challenging social behavior, it is important that this staff member knows what is expected of her. In this regard, we consider both the possibilities and the boundaries. Parents/guardians must be closely involved in all of this to prevent them from feeling that their child is 'difficult' or unmanageable in the group.

Definition

Special: deviating from the ordinary Social:
relating to society

Behavior: the way someone behaves

We refer to particularly social behavior when a child exhibits behavior that is different from, and thus deviant from, the children in the group.

Signal

Children stand out when they exhibit different behavior that is clearly noticeable to the group. This noticeable behavior could potentially cause problems within the group.

Often, it is especially difficult for the child itself.

Examples of noticeable behavior are:

- **Biting or hitting other children**
- The child isolates himself from the group
- The child is aggressive
- The child demands a lot of attention, often negative.
- The child teases other children
- The child has little or no social contact
- The child has little or no concentration
- The child is easily distracted (circle time, play)
- The child has little or no interaction with the other children)

Consult and observe

If a child stands out due to striking behavior, the pedagogical staff consult with each other to determine if they recognize the situation. These findings are discussed with the parents/guardians. If the parents agree that additional help is desired, permission may be requested to inform the Youth Counselor. Following these consultations regarding the child in question, observation must take place. These observations are made by multiple pedagogical staff members at different times of the day. The pedagogical staff members must be as objective as possible. A maximum period of two weeks is allocated for the observation. Observations are conducted on various days and at different times: during play, mealtimes, and free play. Following these observations, a request for consultation with the parents is made. In cases of socio-emotional issues or other problems, such as motor delays, other assistance may be engaged via our social services map. If there is a speech delay, speech therapy may be recommended. Professionals hold a quarterly meeting to discuss specific details. Case discussions take place regularly.

It is also agreed who the contact person for the parents is. This is to avoid the parents being approached by multiple people regarding the child, which could cause confusion.

19.2 Mentorship

In accordance with the IKK Act, every child residing at Sluiskade will have their own mentor in 2018. During an intake interview, parents will be informed who the mentor and permanent point of contact will be for their child. The Sluiskade child tracking system, Bitcare, indicates who the child's mentor is. Parents are informed of this.

notified well in advance. The parents will have a number of conversations with the mentor regarding the child's development.

The mentor is entrusted with a number of tasks;

- Monitoring the child
- Monitoring (one-on-one interactive process)
- Identifying developmental problems
- Set concrete goals and work on them (develop a positive self-image, potty training, etc.)
- Observations
- Conducting conversations with parents (including based on the observations)

The mentor conducts observations and discusses them with parents during a mentor meeting or a transition meeting. For example, if a child moves from the 3+ group to the After-School Care (BSO), the observations will be discussed with the new mentor at De Sluiskade. The BSO mentor is in contact with parents and, if necessary, the school. If parents appreciate it, there will be a warm handover from BSO Sluiskade/De Sluiskade to the school. Parents can also request that the pedagogical staff member has a handover with the primary school teacher. This only takes place with the parents' permission and upon request.

The mentor is also responsible for ensuring that the child's birthday is celebrated (gift, streamers, hat). If the mentor is on vacation or absent, it must be clear to colleagues what the mentor is working on and how the project manager colleague can take over seamlessly.

Conversations with the parents/guardians

Drop-off and pick-up conversations take place after every day the child has been at Sluiskade. The pedagogical staff at Sluiskade attach great importance to this. If a child exhibits socially noticeable behavior, minor points for attention can already be addressed during these drop-off and pick-up conversations. Throughout the day, particulars are recorded in Bitcare by pedagogical staff.

If an action plan has been discussed, a person is designated as the permanent contact person. They can schedule an appointment with the parents/guardians to hold a meeting. This meeting must be positive and make it clear that work is being done on the interaction with the child so that the child feels better in the group and their behavior can change. In addition to negative points, positive aspects are specifically highlighted, and no accusations are made; instead, the child's well-being takes precedence over everything else.

The results of a conversation can be:

- The parents/guardians also see and understand these problems and try to apply the plan of action in the home situation in the same way (insofar as this is feasible).
- The parents/guardians recognize the problems and can seek professional help if necessary.
- The parents/guardians do not acknowledge the problem with the child. Initially, the group's plan of action is followed. Contact is maintained, however.

arranged with the Icare youth counselor, and the parents/guardians are kept informed about their child through conversations.

If, after a month, it becomes apparent that there is no improvement in the child's situation, another meeting will take place with the parents/guardians. De Sluiskade can offer to assist in finding professional help if parents require assistance with this. De Sluiskade can refer parents to Icare. Should parents wish to do so, De Sluiskade can also offer to speak with Shirley de Kraaij, a play therapist and child coach at BSO Sluiskade. She can discuss the behavior with the parents and potentially draw up a treatment plan. If a child exhibits behavior that causes genuine problems within the group, De Sluiskade's offer to seek professional help is not optional, but mandatory.

If the parents/guardians have fully cooperated to improve their child's situation but the child's behavior remains a problem, a decision may be made, in consultation, to terminate childcare. The notice period applicable to this is 2 months. The parents/guardians have these 2 months to find alternative childcare for their child. If the parents/guardians have not cooperated optimally regarding their child's problems within the group and the child's behavior is no longer acceptable within the group, the operator of BSO Sluiskade/Sluiskade has the right to terminate the child's care with a notice period of 2 months. Naturally, this will be done in full consultation with all parties involved.

The file

All observations and reports are not kept with the group but in a locked cabinet at the office. They remain there for a year.

Afterwards, the file is destroyed.

19.3 The step-by-step plan of BSO de Sluiskade

- In case of special circumstances, there is an observation in the after-school care group. The child exhibits striking behavior.
- The pedagogical staff conduct additional observations at varying times.
- For advice, call the Icare youth counselor.
- Discuss with the parents/guardians any observations regarding the child.
- Discuss the child with the owner of BSO Sluiskade/Sluiskade. Joint consultation and discussion of the plan of action.
- Apply the action plan to the group
- If the child is doing better after a period of 1 month, further care is not necessary.
- If there is no improvement regarding the child in the group, hold a meeting with the parents/guardians, the pedagogical staff member, and the owner of BSO Sluiskade.

The Icare youth counselor may be present if necessary.

- Work will continue based on the action plan.
- Evaluation with all pedagogical staff and the owner of BSO Sluiskade/Sluiskade

Social map

19.4 Important addresses

GGD for children from 4 years old
0320-276211

Youth Care Agency: help is offered here to all parents with children aged 0-18 years.
Maerlant 16 B, Lelystad.
0320-267100

Centre for Youth and Family for consultation and information, consultant Marlies van Veen, De Meent, Lelystad
0320-231111

Meregaard and Meerkanten for children aged 0-18 with mental health problems
Gordiaandreef 91 Lelystad
0320-284900

Pedagogical family guidance is provided at Triade Boschhuis, De Stelling 13-01, Lelystad.
0320-286615

If children want to call themselves: The Children's Helpline
0800-0432
chatbox@kindertelefoon.nl