



Enjoying and Achieving

Last revised: December 2020

The following policy is agreed with and undertaken by all members of staff representing Little Lyndhurst.

Associated Policies and Documents

- Lyndhurst School Teaching and Evaluation Policy
- Lyndhurst School Curriculum Policy
- Lyndhurst School English as an Additional Language Policy
- Lyndhurst School SEND Policy
- Lyndhurst School Safeguarding Policy
- Lyndhurst School Staff Handbook
- Pre-Reception Parents' Handbook
- Reception Parents' Handbook

Policy Statement

We believe in valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve, develop and grow within a safe, loving and caring environment which offers a broad and balanced curriculum. The achievements, attitudes and well-being of all of our children matter. We believe that our setting is fully inclusive and offers equal opportunities in meeting the needs of all our children, their families and staff. We value diversity for all our families and staff, from heritage, social and economic background, ability, ethnic culture, gender or disability.

The Settling-In Process

Initial information

A **Pre-Reception Parents' Handbook** or **Reception Parents' Handbook** is given to all new parents detailing information regarding our Early Years setting.

An Information evening is held for both Pre-Reception and Reception new entrants; during this meeting, parents are given additional information and have the opportunity to ask questions and address any concerns.

Having registered their child, parents meet with the Head of Early Year's and the child's key worker in order to discuss and determine induction details and any additional needs which the child might have.

Visiting with the child

We recommend that the parent accompanies the child for an initial visit to Little Lyndhurst allowing the child to explore and become more accustomed to the setting and the other children and staff.



A second visit is arranged to allow the child to remain in the room whilst the parent stays in the Reception area or they leave the premises for a short while and wait outside. This enables the Key Person to alert the parent should the child be distressed and the parent may then join their child in the room. This initial “solo” visit usually lasts for 30 minutes although may be extended dependent upon the child’s reaction.

During the initial visit the Head of Early Years or Deputy Head will have an informal discussion with the parent to go through the Admissions form and find out more about the child and the family to help with the ‘getting to know you’ and settling in process.

If it is considered necessary the child will attend for a third settling in visit, again without the parent being present in the room.

The Key Person remains assigned to the child throughout their time in that room setting wherever possible.

Emergency contact numbers are confirmed when the child attends for their first session and the parent is assured that they will be contacted immediately if necessary assuring them that the child will not be allowed to become too distressed.

A flexible approach

Settling-in visits and routines are flexible and are arranged to suit the child concerned. Some children require a longer settling-in process and their session times may be gradually increased as they become more accustomed to and secure in the setting.

The settling-in process is determined very much by each child’s reactions and session times are arranged in discussion with the parents so that they may be gradually increased as the child becomes more confident and happy to attend.

Regular session times are begun as and when the child displays a readiness to attend with confidence and enthusiasm.

Parents are encouraged to settle their child then to say goodbye before leaving. We have a Waving Window to allow those children who feel the need to wave to their parents as they leave the premises.

We encourage existing children to support and form friendships with newly attending children and often partner them initially with a confident and communicative child.

A child is never allowed to become too distressed at the setting. Parents are contacted and may attend to support the child or to take them home if really upset.

Parents as Partners

We meet with our parents before their child starts at our setting, to establish any concerns about their child’s specific emotional, medical, cultural or heritage needs. We will ask for information concerning the child’s routine, interests and styles of play during their induction visits. If a child is staying for lunch we will also ask if a child has any dietary needs or issues that need to be addressed and liaise with the parent about their approach towards encouraging their child to eat and try a variety of foods.



We welcome different family lifestyles and work with our families to build relationships with the child and their family. We endeavour to create a partnership between home and school to help support and share in their family experiences.

We want to obtain a level of trust and confidence from parents, carers, children and staff to provide a rich and diverse sense of community within our Early Years setting, valuing everybody's point of view.

Celebrating Family

We encourage the children to talk about their families and relate stories about their day to day life at home and within our setting. Tapestry gives the children and their families the opportunity to detail "Wow" moments and family events.

We encourage our parents to become involved with our setting, informing us of any special celebrations/festivals/special days that they celebrate so that we can participate and continue our learning as a setting.

Language and cultural differences

We value and respect languages spoken at home as part of the child's identity. For families who do not have English as a first language, we will develop / extend means to ensure their full inclusion within our setting. Key words and phrases in the child's first language are requested from their parents.

Children who speak a language other than English are supported with resources helping the development of their home language.

All medical, cultural and dietary needs for the children are met where possible. We endeavour to work in partnership with parents to ensure that all of the correct information is provided and the children's needs are supported at all times.

We encourage the children to learn about different cultural approaches to mealtimes and eating, to respect the differences amongst them.

Local community links

We encourage involvement from our local community with visits for the children, e.g. Grandparents Day, Police, Fire, etc. Parents are invited into the setting to speak to the children about their professions/interests.

Children with additional learning or behavioural needs

We are able to support parents and provide information or independent advice for children with additional learning or behavioural needs.

We offer parents the opportunities to meet with their child's Key Person and /or Head of Learning Support to discuss their child's development and needs.

We offer parents the opportunity to provide any additional/specialist equipment which their child may require.



Care, Learning and Play Policy

At Little Lyndhurst we are committed to providing a stimulating environment whilst meeting the individual needs of our children. All of our children are respected and valued equally.

The Learning Environment

We offer a warm, caring and secure environment equipped to support a child's learning and development as informed by the EYFS.

Through carefully planned activities, continuous play and adult focused interactions, the staff promote children's self-esteem and help support them in developing life skills, knowledge and understanding as they explore their surroundings and the world. The children are encouraged and supported in making choices and decisions as active learners.

Our rooms are equipped with age relevant toys to support our planning. The rooms are set up to support the areas of learning, offering enough space for the children to move between activities happily and safely.

Our resources are accessible to the children enabling them to make changes to our planning, should they wish to do so, by choosing different resources to support their development and play. We have been supported in our room designs and layouts by the Early Excellence Centre.

Communication and conversation happens continuously throughout the day to help develop and support the children's use of language.

We provide a wide selection of books and seek opportunities to read stories to and with our children. The books are rotated on a regular basis to introduce new books and stories to the children but the high interest books are kept in the rooms to allow the children to revisit them as often as they would like to.

When appropriate, early picture / reading books are introduced by the child's Key Person encouraging language extension and imagination and a "reading readiness".

There are a wide variety of planned activities to support the development of the fine motor control of the children. These are supported by a range of resources that the children can access in their own exploration time and through numerous, varied role play opportunities both inside and outdoors.

We have a wide range of resources to support early mathematical skills through everyday play, together with focused adult led activities.

The children are offered a wide range of materials and resources through messy play from food play to painting. We believe that learning through the feel, exploration and investigation of different textures and sensory experiences supports all areas of learning.

The Book and Role Play areas contain children's furniture and cushions which children can use for quiet and restful moments.

Musical instruments, books, toys, dressing up clothes, puppets and role play resources all serve to reflect diverse cultures and interests.



We encourage the children to set their own boundaries and their own challenges within their play, constantly supported by our staff to allow them to be safe, well supervised and happy.

Children with additional language needs are recognised and staff use precise and articulate language ensuring they are understood. They prompt answers, extend language and follow advice to correct speech problems when identified.

We continuously offer support and encouragement to our children in their play and learning. We give praise, support and reassurance to help build their self-esteem and confidence, enhancing their life skills and personal, social and emotional development.

Staff are seen to be supportive and helpful to one another setting positive examples to the children. They involve themselves in the children's activities offering planning, direction and language extension when appropriate.

Routines

Parents are advised to supply their child with a change of clothes to allow for messy activities and outdoor play. The children also have a pair of wellingtons for outdoor use, shoes for indoor use and plimsolls for PE activities.

We join the main school throughout the year for assemblies, celebrations, shows, workshops, picnics, parents' evenings, etc.

The children have free choice if they wish to play inside or outside at several points throughout the day. Some children can become more able learners having access to the outdoors. This gives the children the opportunity to enjoy and develop their own learning appropriately. We go outside whatever the weather but appropriate clothing will always be worn.

Values and Behaviour Management

We respect and value all of our children within the setting, appreciating that we are all different by age, culture, background, etc and encourage our children to treat each other with respect as role modelled by our staff.

Behavioural boundaries and expectations are consistent and fair. These are reinforced through experience, verbal interaction, role modelling and adult support and are explained in detail to the parents during our Information evening.

The children in Pre-Reception receive a 'smiley' face for a variety of reasons such as being particularly kind, doing very thorough tidying up, good work, being very helpful or achieving one of their own goals e.g. trying some new food. This works along the same lines as merits. The children accrue a certain amount of 'smiley' faces during the day. Due to the sessions we celebrate the 'smiley' faces at the end of the sessions so that the children are aware each day of what they have achieved. We do, on occasions, take them away. Parents are told when they pick their child up if they have received a 'smiley' face that day.

In Reception when they have been particularly helpful, a good friend, completed a very good piece of work or done something that is particularly good for them they will receive a merit. These are accrued over the course of the week and the merit winner is celebrated in the celebration assembly on a Monday morning. At the end of the term the child with the most merits over the course of the term receives a certificate in the final assembly.



Lyndhurst School has a system of postcards which are used to recognise a child if they have done particularly well in an aspect of PSED through their actions within the school community. A child in Reception can receive a postcard from any member of staff in the school in recognition of their action and then this is taken home.

The children in Reception also start to go to Mr Rudkin for a Headmaster's plus from the Spring term onwards. These are given for exceptionally good work. A child will receive either a bronze, silver or gold award at the end of the term in the celebration assembly if they have gained the required amount of pluses. When a child receives a plus, they will also get a point for their house.

Planning and Monitoring Progress

Weekly planning is carried out, creating a stimulating learning environment for our children. This offers all of our children the opportunity to be involved with activities, exploration and investigation to support their own individual learning as determined in their 'Next Steps' planning. Next Steps are reviewed monthly, half termly or as necessary to the child's continued progress.

A copy of our planning is available for all parents to view within the rooms, showing the topics that are being covered.

Our planning is based around topics / themes throughout the year to ensure that the children access a wide range of learning, real-life and everyday experiences.

Children's interests are continuously noted and used within the weekly planning to support and act as vehicles for their individual learning. The characteristics of effective learning are taken into account when planning for each child.

The children's progress is monitored through staff observations and the Learning journeys on Tapestry are completed regularly by the Key person, class teacher or learning support assistant showing the children's progression, learning and areas of interest. The children's progress and areas of strength and development are tracked termly.

Safety and Child Protection

All members of staff, volunteers and students, who look after the children, are suitable to do so, having been DBS checked before being allowed to attend the setting.

All staff have received the required Safeguarding training and are made aware of any updates to this training.

Daily risk assessments and inspection of resources and equipment ensure that they are free from unacceptable levels of risk. A cleaning rota supports this aim.

Our two gardens are both safe and secure with wide open space for the children to run and explore safely whilst being supervised.

Any visitors to the setting are required to sign in and out and are never left unsupervised with the children.



Communication with Parents

Parents / carers are kept informed of events within the Early Years setting via our Parents' Information Board, Parent mail, website, emails, school calendar and individual letters.

We operate an "Open Door" policy and welcome our parents to our setting at any time. We explain how learning occurs through exploration and enquiry and that their child may not always have an "end product" as proof of their learning to take home. We stress the importance of experience, investigation and the acquisition of skills and language.

Our parents are welcome to join the school PTA, the Friends of Lyndhurst (FoL) and support our fundraising for the School.

Parents are encouraged to access their child's Learning Journey online through Tapestry and can record any 'wow' moments that happen outside of school through this medium. We welcome parents' comments and questions and we endeavour to do our best to address any concerns that may arise.

Curriculum, Observation, Assessment and Record Keeping

Communication with Parents

Parents are informed of the activities offered via displayed room planning, discussion with their child's Key Person, items taken home by the children and a weekly blog. Photographic evidence is displayed through the children's Learning Journeys.

Parents may discuss and ask questions about activities and routines at any time and during planned Parents' Evenings, Information evenings and Open mornings.

Planning

Staff plan individual activities and group activities (both indoor and outdoor) with reference to evidence noted for each child and their Next Steps requirement. Weekly planning is completed after discussion between the staff.

Children's interests, needs and targets inform differentiation in planning and evidence obtained for each child forms the basis for this.

All our planning is held within the rooms. Planning books are available for parents, carers and registered bodies to view at any time. This is supported by evidence and evaluations of activities that have taken place during the week.

Long term planning shows the topics being covered over the school year.

Weekly planning shows the topics being covered during the week with the individual activities attached to the topic and how the planning supports the individual children's interests and needs, providing breadth and balance to the curriculum.

Planning reflects the need to provide an optimum mix of child-initiated activities and adult supported and directed activities thus allowing for independence, free choice, creativity, exploration and the acquisition of key skills.

Staff are deployed both inside and outdoors in order to offer both active, energetic play as well as quiet, reflective activities.



All areas of learning are included equally in planning and resourcing.

Behaviour Management

All types of acceptable/positive behaviour are praised, highlighted and celebrated. The children are rewarded with a 'Smiley face'. In certain circumstances these Smiley faces are taken away as a consequence of unacceptable behaviour.

Behavioural expectations are consistent and fair. Children accept and respond to the consistency learning through example and experience.

Inappropriate behaviour is explained and children are encouraged to respect other children and their feelings. A "Time Out" period is employed when such behaviour persists.

Stories, puppet play, assembly topics, role play and books all support appropriate behaviour.

The school has five 'gold star' rules which are the basic rules that the children are expected to follow. These are introduced to the children from Pre-Reception onwards throughout the school.

Measuring and recording progress

Observations are made on progress and achievement and these are recorded in the children's individual Learning Journeys. These are used to set Next Steps to help support the children within all seven areas of the EYFS.

The termly tracking and reports in the Spring and Summer terms summarise the child's achievements and progress. These are given or sent to the parents. A copy is also sent to any other setting which a child might attend with the parents' permission.

The Head of Early Years is responsible for updating and overseeing all of the Early Years tracking enabling the Early Years department to identify any areas that are not as strong as the others. We draw up an action plan on how we are going to address and strengthen these areas when it is required.

All children in Pre-Reception are allocated a Key Person who is there to build a bond with the child through relationship and trust. The Key Person is responsible for completing the Learning Journey and sharing this information with the parents / carers at any time.

The online Learning journeys can be downloaded and given to the parents when their child leaves the setting. These belong to the parents, showing a record of their child's progress. The tracking, reports, Learning journey and next steps should be passed to the next setting. These will help to advise the new setting of the child's interests, abilities and skills, supporting the settling in process.

Appraisals, Supervision meetings, training, planning and staff meetings enable staff to share information regarding children's progress.

At the end of the Reception year the Reception teacher completes the Early Years Foundation Stage Profile. A judgement based on observations and knowledge of each child is made against each Early Learning Goal. A child can be emerging, developing or secure in these areas. The judgements are discussed with the Head of Early Years and through the moderation processes provided by Surrey.



Staffing

Ratios of 1:8 are adhered to in Pre-Reception, however flexibility allows staff to be deployed wherever required dependent upon numbers attending.

In the Reception class there is a ratio of 1:9 which includes a class teacher, one full-time trained Learning Support assistant. A part-time fully trained learning support assistant is also present to support at times when it is necessary such as during formal, structured activities.

When there are staff absences we use either available staff from the main school who are familiar to the children or we use a supply agency.

Parents are made aware of the need to respect staff ratios and may only book extra sessions for their child in Pre-Reception when availability allows.

All staff are covered by a current enhanced DBS check, references obtained prior to their being employed and are asked during Appraisal and Supervision meetings to disclose any item which may be in breach of their contract arrangements.

References, certificates and proof of qualifications offer information regarding staff experience and suitability and an initial probationary period follows employment.

Special Educational Needs, inclusion and confidentiality

Inclusion and Equality

We aim to be an inclusive setting and actively seek to remove the barriers to learning by undertaking the following objectives:

- Providing a safe, secure and physically accessible setting in which all children can thrive and in which they are valued.
- Including, valuing and supporting the contribution of all our families.
- Providing a positive non-stereotyping attitude with regard to resources, environment and activities.
- Showing our inclusion for all our children and families by supporting them within the setting.
- Having regard for the DfES Special Educational Needs and Disabilities Code of Practice (2014) and all other relevant legislation with regards to Inclusive Practice.
- Implementing and offering the Early Years Foundation Stage as our starting point for planning a curriculum that meets the specific needs of our children. We meet these through:
 - Setting suitable learning challenges.
 - Responding to the children's diverse learning needs.
 - Overcoming potential barriers to learning and assessment for our individual children.
 - To encourage the children to develop positive attitudes about themselves.
 - To encourage the children to understand and support the similarities and differences between themselves and others.
 - To encourage the children to empathise with others.
 - To encourage the children to develop skills of critical thinking, develop their language, communication and social skills.



- To support the children to raise their self- esteem, together with giving them a sense of belonging.
- To support families who use English as a second language (see EAL policy)
- Partnership with Parents (see page12).

Supporting and Including Children with Special Educational Needs and Disabilities

We believe that every child should have the best possible learning opportunities therefore we provide an environment in which all children, including those who are gifted and talented and those with special education and additional needs, are supported and encouraged within a safe, loving and caring environment.

We welcome all children and aim to respond appropriately to everyone's background and individual needs accordingly.

We enable all children to participate fully in learning, activities and experiences by providing a curriculum that meets the individual development and needs of each child.

Early identification of any difficulties a child may have will help us to support and plan to meet the needs of that child and their family. This will enable us to help introduce other agencies who can advise and support the family also.

We have regard for the DfES Special Educational Needs and Disabilities Code of Practice (2014).

We offer support to parents and children with Special Educational Needs and Disabilities.

We aim to meet the specific needs of children with Special Educational Needs and Disabilities through a range of strategies.

We aim to build a relationship not only with the child and family, but also with the outside agencies in meeting the child's needs.

Head of Learning Support

We have a designated member of staff to be the Head of Learning support and we make sure that all our staff and parents are aware of their identity by displaying their name on our school web-site.

Our Head of Learning support is: Mrs Stefanie Beamish-Pena

The role of the Head of Learning support:

- To be familiar with the DfES Special Educational Needs and Disabilities Code of Practice (2014).
- Able to support other staff
- To make sure that staff are offered and undertake specialist training relating to special needs, to improve and update their knowledge and develop their own practice.
- Able to make partnerships with parents and other outside agencies.

Staffing ratios may affect our ability to offer suitable provision for certain children and individual cases are discussed between families, management and support services.



Including children with Special Educational Needs and Disabilities

We make regular observations and assessments of our children's play and progress to enable early identification of any difficulties that a child may be experiencing enabling us to offer an appropriate learning environment, in which we can offer a carefully planned range of differentiated activities to meet the individual child's needs.

We aim to work with our parents to help identify individual learning needs and quickly act in response to any area of particular difficulty or concern. Developing effective strategies to meet these needs, we would make use of accurate development records, observations, planning, behaviour plans and ISPs.

We would support the individual by showing that they are valued and acknowledged and help support them in building their self-esteem and confidence in a positive learning environment.

The Key Person, Teaching Assistant and support staff will use their knowledge of the individual children to adapt activities and learning to enable the children with SEND to participate.

All staff are to be aware of each child's needs, to offer consistency and continuing care. This will be carried out via planning meetings and induction sessions upon transition.

All staff support and help to build the child's confidence and independence with clear instructions, routines and a safe, secure and loving environment. The school will offer ways in which other children's awareness might be raised, e.g. Books, positive images, PHSE and assemblies etc.

The environment, resources and equipment offer a wide range of learning opportunities, covering the seven areas of the EYFS and respecting areas of special needs. In this way we are able to offer an effective learning and play environment providing a balanced view of the diversity of our multi-cultural world.

Partnership with Parents

Parents are their children's first educators and when parents and practitioners work together, the results will have a constructive impact on their child's learning and development.

In developing a parent partnership within our setting, we:

- Aim to gain information from our parents about their child's daily routines, interests, levels of play, etc during their settling in visits and enter into regular discussions with them.
- Carry out assessments where necessary and suitable checks with previous settings where applicable
- Discuss any concerns with regards to their child's development.
- Discuss with parents and other outside agencies to ensure we are offering a suitable learning environment for children with early support needs.
- To build trust and confidence with parents/carers, children and staff to create a rich and diverse sense of community within our setting.
- To build and develop Key Person relationships ensuring we work in partnership with the family in caring for the individual needs of their child.



- We encourage our families to inform us of any special celebrations/festivals/special days that they celebrate, so we can participate and extend our learning as a setting.
- Children who speak a language other than English are supported with resources helping the development of their home language.
- All medical, cultural and dietary needs for the children are met where possible. We endeavour to work in partnership with parents to ensure that all the correct information is provided and the children's needs are supported at all times.
- We encourage parents to contribute to their child's learning journeys by using Tapestry to record any significant events or activities outside of school
- We encourage the children to learn about different cultural approaches to mealtimes and eating, to respect the differences among them.
- We are able to support parents and provide information or independent advice for children with additional learning or behavioural needs.
- We offer parents opportunities to meet with the Key Person and Management to discuss their child's early support or behaviour needs.
- We again offer parents the opportunity to provide any additional equipment which their child may need to use.
- Lyndhurst school also has a Gifted and Talented register where children with additional needs are recognised for differentiation (see school's Gifted and Talented policy).

If Individual Support Plans are put in place for a child, the parents will be asked to be part of the process in the following ways:

- Parents to be consulted in composing an ISP and advised of review dates.
- Parents will be involved in the child's Pathway plan and the process of initiating an Educational Health Care Plan.
- Parents will be encouraged to look at how they can support and use the ISP at home.
- Parents will be asked to contribute and express their views informally with the Key Person and/or Head of Learning support.
- Parents will be given the opportunity to review the ISP more formally in a meeting with the child's Key Person and/or the Head of Learning support.
- Parents will be asked to be part of the process to set the Next Steps.
- Parents will be asked to work in partnership with the Head of Learning support in involving outside agencies.

Access to premises and all facilities

At Little Lyndhurst we look to ensure that all children within our setting can access a varied, well planned and balanced curriculum. Our setting is as accessible as possible for the children, families, visitors and staff. If access to the setting is found to treat disabled children or adults negatively, we will make reasonable adjustments to accommodate the needs of the children or adults both indoors and outside, taking into consideration a number of factors such as cost, resources, health and safety and interests of the other children and staff within our setting.

EYDCP and appropriate Health agencies will be contacted in these circumstances accessing support when adjustments need to be made.



The areas of concern which may need adjustments are:

- Access to the settings through the main entrance.
- Access to the outside play area and equipment (Rear).
- The need / requirement for any specialist equipment.
- The layout of the rooms
- Height of tables and ability of children to access toy boxes and equipment.

Staff Training and Support:

At Little Lyndhurst we offer and provide opportunities for our staff to attend training courses to support their own development and practice.

These opportunities enhance our staff's sensitivity and knowledge regarding children who may have Special Education Needs and Disabilities.

Our SENDCo will follow and uphold the Code of Practice, together with EYDCP training on aspects of SEND.

Our Head of Learning support will also

- Have obtained information sheets, articles and leaflets which would be available for all staff and parents.
- Will attend refresher training course to extend their knowledge.
- Sharing their expertise with staff on a one to one basis or as a team during staff meetings.
- Will look to provide necessary training for new and existing staff.
- Will involve parents by:
 - Displaying their name and access to the policy on the setting's notice board.
 - Will have regular contact between staff and parents if there are any concerns.
 - Will take into account and make sure all staff take into account the parents' views and wishes.
 - Be involved or lead meetings to discuss ISP's, reviews and concerns.

Confidentiality

Our staff will not under any circumstance (whilst they are employed or at any other time after) disclose to anybody or any company any information they may have acquired about the setting, staff, parents or children or any affairs which they understand to be confidential to Lyndhurst School.

Any personal records pertaining to the children and/ or their families will be stored in the office in a locked cabinet. Child Protection records will be stored in the DSL's cabinet. Records are retained for the duration of the child's continued attendance at school and are made available to their class teachers as they progress through the year groups.

Our Head of Learning support retains all records pertaining to all children with SEND.



Any ISP records will be stored within a separate folder for the child concerned. This will also contain relevant information regarding the child's needs and progress. The information will be shared with the parents concerned and their contributions added. These records are kept in the locked filing cabinet in the office.

Parents are only permitted access to records and information concerning their own child.

Essential information required- name, address, date of birth, named contact number, allergy details- will be stored in a Registration file. Copies of this information are also held within the Main school office. The Registration file is retained in the office. This facilitates easy access when necessary.

Before being invited to join Tapestry parents are required to agree to not share any photographs that include other children on any form of social media.

Staff records and information such as Appraisal documents are kept securely in the office. Copies are also retained by the Bursar which also retains contract details, DBS details.

Staff are required to leave their mobile phones in the Early Years office (in their lockers) and may only access them during breaks, in the office area, away from any children. They are also required to sign an agreement which states that they do not disclose their place of work on social networking sites (Facebook) discuss any matters concerning the children or work practices and do not "befriend" any parent on the networking site.